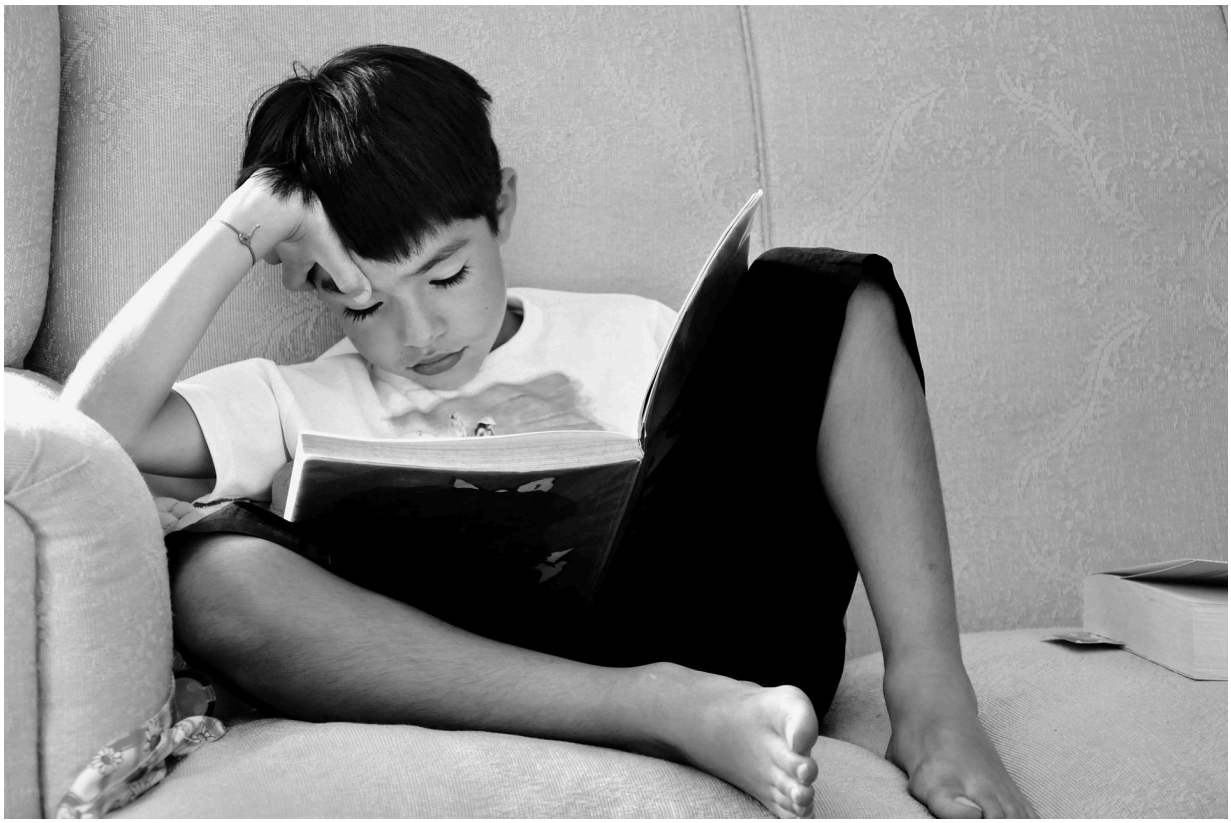
An Educator's Guide to
Read at Home Resources for Multilingual Families Face to Face, Virtual and Blended



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Printing Instructions

Educators are encouraged to print from the cover page through page 12 and pages 23 - 26 using the double sided option. However, the printable resources for parents, found on pages 13 - 22 should be printed using the single sided option. Additional instructions for printing the shareable resources for parents can be found immediately preceding the resources.

Document url: https://tinyurl.com/y6ehgeyc

Link to shareable parent components translated to Arabic, Japanese and Spanish: https://tinyurl.com/y9g4rrtg

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Table of Contents

Who are Multilingual Families? 5

What are the Federal, State and Local Requirements for Supporting Multilingual Families?..... 5 - 7

- Read by Grade Three ……..….. 6
- Note these COVID-19 Considerations ……..…... 6 - 7
- Note these Considerations for English Learners ……..…….... 7
- Parent Rights…….....…… 7

How can Educators Support Multilingual Families? ..... 8 - 10

- Sharable Resources for Parents Organized by the Five Components of Reading …… 8
- General Tips: Face-to-Face Classes …….. 8
- Professional Learning ……..…..…. 8 - 9
- Communication with Families - Tips for Using Interpreters and Translating Documents ……..……..... 9
- Purposeful Family Engagement Activities……..…..…….... 9 - 10

How can Educators Support Multilingual Families in the Context of Virtual and Blended Learning? ……..……...……. 10 - 13

- General Tips: Virtual/Blended Classes ……..…..…… 10
- Identify Multilingual Families' Preferred Method of Communication …... 11
- Communicate with Multilingual Families Often ……..…….. 12
- Plan a Virtual Learning Orientation for Multilingual Families ……..…... 12
- Identify a Cultural Liaison or Community Member to Relay Information Between the School and the Multilingual Community ……..….. 12
- Use Digital Communication Tools with Translation Technology to Communicate Directly with Multilingual Families ……..……. 12

Shareable Resources for Parents, Organized by the Five Components of Reading ……..…… 13 - 22

- Building Phonological Awareness ..... 13 - 14
- Building Phonics ..... 15 - 16
- Building Fluency .....17 - 18
- Building Vocabulary ..... 19 - 20
- Building Comprehension ..... 21 - 22

Resources ..... 23 - 26

- Who are Multilingual Families? ……..…… 23
- What are the Federal, State and Local Requirements for Supporting Multilingual Families? ……..…… 23
- How can Educators Support Multilingual Families? …… 23 - 24
- How can Educators Support Multilingual Families in the Context of Virtual and Blended Learning? ……..……. 25 - 26

This resource, *An Educator's Guide to Read at Home Resources for Multilingual Families Face to Face, Virtual and Blended*, attends to the requirements of Michigan's Read by Third Grade Law and is structured as a toolkit for educators serving English Learners (ELs) and other multilingual students, with shareable resources for parents, legal guardians, or other providers of care for the student.

Who are Multilingual Families?

Consider the following scenario: *You are a 3rd grade teacher monitoring students working in groups and get a phone call from the office. A new family from Syria has immigrated to the United States, and their two boys will be attending school in your district. One will be enrolled at the middle school and the younger brother will be placed in your 3rd grade classroom. The office is requesting translation help from the bilingual paraprofessional. She attends to this need, and you immediately wonder how much English this student knows and how he will fit into your classroom. You wonder if he will need English Learner (EL) support. As you are teaching, you are filled with curiosity about this newcomer family. Is this a Syrian refugee family? Have they lived in another country for years? Have the children been attending school consistently? What is the English proficiency of the parents? Is the child literate in any other language?*

The scenario highlights some of the typical questions teachers might have about multilingual students when they first enroll in a school or classroom. Multilingual students speak a variety of languages and come from diverse social, cultural, and economic backgrounds. Multilingual students may also be referred to as limited English proficient, language minority students, English Learners, or students learning English as a second language. In Michigan, multilingual students are often referred to as English Learners (ELs) and/or Former English Learners (FELs). However, some multilingual learners may have high English proficiency and thus would not be enrolled in an EL program. EL children are one of the fastest growing subgroups within the K-12 school system, with an increase of 60% in the past 10 years. Yet this EL subgroup is by no means homogeneous. Consider the following examples which show the diversity of ELs and multilingual learners in the United States:

- Many EL children are born in the United States. 85 percent of pre-kindergarten to 5th grade ELs and 62 percent of 6th to 12th grade ELs are born in the United States.
- Some multilingual learners have undergone traumatic experiences that impact their learning.
- Some newly immigrated children have interrupted schooling, while others have had no breaks in formal education.
- Some multilingual learners have a strong language and literacy base in their first language (L1), while other multilingual learners are not literate in their L1.

What are the Federal, State and Local Requirements for Supporting

Multilingual Families?

Read by Grade Three

Michigan's Read by Third Grade Law, passed in 2016, requires districts to support English Learners and provide a "Read at Home" plan for parents, legal guardians, or other providers of care. The plan must include workshops and other home reading resources. The following is a more robust explanation of the Read by Third Grade Law and its impact on multilingual learners.

In 2016, the Michigan Legislature passed a law that requires schools to identify learners who are struggling with reading and writing and to provide additional help. The law states that third graders may repeat third grade if they are more than one grade level behind beginning with the 2019-2020 school year. No student is exempt from the law.

Assessments are given to all children who are in Kindergarten through Third grade within 30 days of the first day of school. An Individualized Reading Improvement Plan (IRIP) will be written for all learners who have been identified through these assessments as having a reading concern. The Office of Civil Rights requires that parents have access to the content of the IRIP. Local Education Agencies (LEAs) are required to provide interpretation and/or translations of the IRIP, if needed.

An IRIP is developed following identification of a reading concern within 30 days of the screening assessment. The IRIP is developed with the help of teachers, the principal, parent or legal guardian, and anyone else that the team agrees needs to be involved. A child will remain on an IRIP as long as there is a reading concern. A child will be assessed several times through the year to check on his or her progress. IRIPs should be updated to reflect the needs of the child.

In grades K-3, tools need to be provided to parents to address, at home, the deficiency or delay. The legislation does not specifically address a "Read at Home" plan until grade 3. While the "Read at Home" plan is only required at grade 3, districts are encouraged to provide this plan for all students in K-3 as well as for students who are passed on to grade 4, who exhibit a reading deficiency. Districts and Public School Academies (PSAs) have the authority to determine the format and content of "Read at Home" plans and training for parents and caregivers.

Each child will take the Michigan Student Test of Educational Progress (M-STEP) in the spring of the third-grade year. The M-STEP measures what a child should know and be able to do academically. If a child scores one or more grade levels behind the third-grade reading level on the M-STEP, then a notification will be generated for families and the school, stating that the child may be retained.

If a child's reading score on the English Language Arts M-STEP is more than one year below grade level, families and the school will be notified by Center for Educational Performance and Information (CEPI) by June 1 of that school year. CEPI is the agency responsible for collecting, securely managing, and reporting education data in Michigan.

Note these COVID-19 Considerations:

- Governor Whitmer signed Executive Order 2020-35, which suspended administration of the Michigan Student Test of Educational Progress ("M-STEP") for the 2019/2020 school year. Due to the suspension of M-STEP testing,

districts were unable to use that measure to demonstrate that a third grade student was more than one grade level behind in reading.
- Districts are required to support students who struggle in reading as feasible during school closure. Supporting students may include coaching, addressing progress and skill using observations, Informal Decoding Inventories, and Free or Low Cost Literacy Assessments.

If families do not agree with the decision to retain, they should request a meeting with the child's school and file a Good Cause Exemption within 30 days of receiving a notice regarding potential retention. School personnel must make themselves available to discuss any child identified for possible retention. A parent or guardian, any teacher, the Section 504 coordinator, or any member of the student's Individualized Education Plan (IEP) team can request a Good Cause Exemption. The district superintendent will make a determination in writing of the requested exemption. Schools need to make decisions about retaining students 30 days before the first day of school. This decision is made by the school principal and/or superintendent and is a final decision.

The school will provide a reading program and appropriate interventions, designed to improve specific reading deficiencies for each identified child. This program includes teaching strategies to help children become successful readers. Children may also be assigned to a highly effective teacher of reading, a reading specialist, an evidence-based reading program, daily small group instruction, ongoing assessments, or specialized reading help.

Note these Considerations for English Learners:

- Students typically acquire Basic Interpersonal Communication Skills (BICS), the language needed for everyday, face-to-face communication, within 6 months to two years of exposure to English. Yet students require five to seven years of instruction to acquire Cognitive Academic Language Proficiency (CALP), the decontextualized language needed to fully engage with academic content.
- Students who are at lowest levels of language proficiency (1– Entering or 2– Emerging) are still developing BICS and most likely do not have the CALP to be successful on the state summative assessment.
    - Therefore, retention of these students is not appropriate. Students currently at the intermediate proficiency levels, (3– Developing, 4–Expanding, 5– Bridging, 6–Reaching) may also not have sufficient levels of CALP to be successful on the state summative assessment.
    - Careful consideration should be given when considering retention of any English Learner. It is important to engage parents early around their rights, roles, and responsibilities pertaining to the good cause exemption process.

Parent Rights

Federal and state requirements under the Every Student Succeeds Act (ESSA) and Title III require parental and family engagement in their child's learning. These same regulations require that parents receive information from the school in a language that they understand, which may include written translations and/or face-to-face interpretation. Even if a child is proficient in English, the Local Education Agency (LEA) is still required to provide access to content in a language parents can comprehend. See the resources below for

guidance and resources for implementing the Read-at-Home Plan with multilingual families.

How can Educators Support Multilingual Families?

The Every Child Succeeds Act (ESSA) compels Local Education Agencies (LEAs) to participate in 'parent and family engagement'. Engaging multilingual families requires a creative and integrative approach as school leaders and staff work together to engage all families.

Sharable Resources for Parents Organized by the Five Components of Reading:

Educators should provide multilingual parents with the resources below. These resources help families build language and literacy in a family's first language (L1) and in English. In most cases, the shareable resources for parents will need to be translated into the first language of the parents. Translated versions of the shareable resources for parents in Arabic, Spanish, and Japanese can be found here: https://tinyurl.com/y9g4rrtg

General Tips: Face to Face Classes

- Have students keep a smaller bag within their backpacks for at-home learning. Keep the same resources in the bag consistently, such as letter/picture charts, sight words, etc. Add appropriate literacy activities as the child becomes familiar with them at home. Many of the shareable parent components below can be printed and added to their learning bag.
- When a student's need is identified, copy, cut, and share with parents, the shareable resource that matches the student's identified need.
- When communicating information to multilingual parents about the Individual Reading Improvement Plan meetings and requirements:
    - Bring translated reading tips and resources to the IRIP meeting.
    - Show parents how to use the 1-2 strategies that directly meet the student's needs.
    - Set up a daily routine with parents at the IRIP meeting. For example, tell the parents that their child will keep a learning bag in his/her backpack. The parent needs to set aside 20 minutes each evening to review the activities in the bag.
    - Additionally, the teacher/EL specialist/interventionist may add independent activities to the bag each week.

Professional Learning:

District and school level professional learning should include planned activities and staff training that focus on the well-being of the whole child and should explicitly address the unique needs of multilingual students. This includes the intellectual, physical, emotional, cultural, and social development of multilingual students.

In addition to providing educators with professional learning for understanding students' academic needs, all staff, not just those in the ESL (English as a Second Language) department, should be provided with professional learning on students' cultural and linguistic backgrounds. In fact, providing professional learning on understanding students' unique cultural and linguistic backgrounds helps create and foster strong relationships between staff

and students. It also creates a deeper building-level understanding of the unique and rich cultural experiences all students bring to the school and classroom community.

Topics for cultural awareness related professional learning could include learning about cultural characteristics, norms and social greetings in multi-languages. This could be done through a large staff meeting or with smaller groups of teachers and can be led by administrators, teachers, support staff, and/or multilingual parents and/or students. Even those in the majority culture have a unique culture. It is important to understand that one's own culture impacts their views of the world and their daily interactions with students and families. For this reason, professional learning which brings about the realization of one's own culture can be impactful. Being culturally proficient is not only about understanding other cultures and should start by understanding one's own culture.

Communication with Families - Tips for Using Interpreters and Translating Documents:

Likewise, Federal and State laws mandate that schools communicate with families in a language that families can understand. Therefore, when a multilingual family needs to communicate with the school staff and there is a language barrier, the school must use interpretation services. It is important to find an interpreter who is knowledgeable in both English and the family's first language and culture. Using another student or older sibling to interpret is not advisable. Instead, it is best to find an interpreter who is a district employee or who works for an interpretation company. If the content of the meeting is very technical or detailed, it is helpful to provide this information in written form to an interpreter in advance and to allow a time to meet with the interpreter to explain the meeting's purpose. This allows the interpreter to preview content and look up unfamiliar vocabulary and ask clarifying questions.

During the interpreting session, school staff should make sure that they are making eye contact with the parents, as they are the people with whom the staff is meeting. It's also helpful to remember that a dual-language meeting will require more time, so schedule at least double the time for the meeting. Make sure that school staff speak in short, clear sentences, pausing frequently for the interpreter to interpret. It's also helpful to debrief with the interpreter after the meeting to share insights and/or possible misunderstandings from the parents or staff.

Districts also need to provide important print documents translated into a district's top languages. Language Line and Argo Translations are companies that provide language interpretation and translation services. Some districts provide access to interpreters for all families during the school registration process. The following are some examples of necessary parent communication documents that have been translated into multiple languages:

- Annual ESL Parent Notification Letter in Chinese & Spanish
- 3rd Grade Reading Law Parent Information Letter Available in Multiple Languages
- Special Education Procedural Safeguards in Multiple Languages
- Fact Sheets Explaining Special Education in Arabic & Spanish

Purposeful Family Engagement Activities:

Districts and schools should purposefully plan family engagement activities specifically designed to meet the needs of multilingual families. These events include parent meetings/trainings, family fun nights, cultural fairs, and community resource fairs. The purpose

is to build relationships and create a two-way dialogue with families in which there is mutual learning. To this end, a key aim of schools is to create an educational environment in which all families are valued and feel included. A few ways to create a welcoming school environment include:

- Hosting an annual cultural fair where families lead cultural and/or language activities
- Labelling parts of the building in multiple languages
- Displaying flags from countries that represent the school's multilingual population
- Intentionally inviting multilingual families to share their stories or talents with the broader school community
- Having ready access to interpreters and translated materials when families come to the school

As schools build partnerships with families, it is helpful to gather socio-cultural intake information. This can be done in the form of an online survey, an initial face-to-face meeting, or through a visit to the family's home. The socio-cultural intake can aid educators in planning future events which are relevant for the school's multilingual population. Common needs of multilingual families may include:

- Knowledge of the American school system
- How to use school-specific websites
- Connecting to outside organizations by
    - Hosting a community resource fair
    - Inviting culture-specific community members as guest speakers
- Learning grade level specific tips on what parents can do at home to support their child's learning by
    - Modelling a literacy lesson
    - Inviting parents into a classroom to see a subject area taught and then debriefing with staff

How can Educators Support Multilingual Families in the Context of Virtual and Blended Learning?

Due to COVID-19 school closures, educators have quickly shifted to providing high quality virtual and blended learning experiences using a variety of approaches: online platforms, apps, hard copies, letters and parent communications, etc. Multilingual students and families have additional linguistic and cultural considerations that must be addressed when designing instruction in virtual and blended settings. Partnering with families is a critical component of distance learning — and even more so for multilingual families who are often navigating technology and academic content in a second language. Taking the following actions will create a strong foundation for supporting multilingual families in virtual and blended learning environments.

General Tips: Virtual/Blended Classes

- Use digital resources such as NewsELA and Commonlit to virtually share leveled texts, matching English language proficiency levels.
- For beginning readers and children at the most basic proficiency levels, utilize online resources that have text written in English and a child's first language. One such resource is Unite for Literacy.

- Online teaching and learning provides a unique glimpse into a family's home and world. Look for ways to build connections with children as they share their world with you. For example, ask the children to share something from their home (a picture, a book, clothing, etc) that can teach you about their home language or culture.
- Use online tools to provide differentiated reading. Read & Write for Google pairs nicely with PDFs and Google classroom to offer audio and translation.
- Make PDFs interactive using Texthelp PDF reader.
- When teaching new vocabulary, have students digitally highlight/annotate/collect vocabulary in NewsELA, raz-kids, Commonlit, Google Classroom, etc.
- Provide families with multilingual prompts for conversations they can have with their children about what they are learning.
- Use Google translate to ensure that all assignments, invitations to Google Classroom or Zoom meeting, and other at-home learning instructions are comprehensible.
- Remind families that one of the most important things they can do to support their children's academic learning is to engage them in conversations in their home language.
- Additional Resources for educating ELs in the virtual / blended classroom:
    - Accommodations for ELs: Remote Learning & Beyond
    - Practical Strategies & Resources to Teach K-12 ELs Online from SupportEd
    - Coronavirus Links, Resources and Tools for Teachers & Families
    - At-Home Educational Online Activities for Students and Parents
    - Podcasts for elementary, middle, and high school students

Identify Multilingual Families' Preferred Method of Communication:

The more familiar you are with the ways your families prefer to communicate, the more successful your communication will be. Families should have some way to contact you other than through email or text. Many families are more comfortable verbally and are used to calling for information. Some options include the following:

- It may be possible for families to call your work phone and leave a message, then for you return the call using your own phone and entering *67 before dialing the number to block your own personal number.
- Many teachers also use a Google Voice account to call or text families. Google voice allows users to call or text from a cell phone or computer while hiding their personal phone number.
- Your district may be able to establish a method of connecting by phone without sharing your personal information, such as by providing district cell phones for easy connection.
- Some school districts have online meeting or collaboration systems such as Google Meets or Zoom that can be used for family collaboration. Being able to read body language and facial expressions allows for overall ease of communication.
- Consider using a platform with video conferencing capabilities such as Google Meets or Zoom to teach families how to navigate technology. The screen sharing feature is especially helpful in teaching new technology skills as well as troubleshoot technology challenges with a family.

Communicate with Multilingual Families Often:

Multilingual families need regular and ongoing updates from the school about their child's instruction at home. It is important to regularly keep the families informed of the child's progress with at home assignments, celebrating successes and also informing parents of challenges.

Plan a Virtual Learning Orientation for Multilingual Families:

Multilingual families will benefit from an orientation to help them understand what virtual and blended learning is, how it will work (logistics), and the expectations for their child's home learning. The following are tips for facilitating online learning orientation sessions for multilingual families:

- Have bilingual staff available to translate at these virtual or in-person parent meetings.
- Provide some technology training to multilingual parents that may include: how to join a Zoom meeting, how to check / submit student work in the district learning management system, how to send/respond to emails and how to fill out and submit a Google form.
- Create a district collection of videos that demonstrate how to do the technology skills listed above. Translate the videos into the district's most common languages.

Identify a Cultural Liaison or Community Member to Relay Information Between the School and the Multilingual Community:

Individuals who work regularly with a specific community may be able to provide guidance on cultural dimensions of communication, including preferences, gender roles, and existing resources in the community such as media outlets in families' languages or social media networks. It is advisable to identify one cultural liaison for each multilingual cultural group represented in the school.

Use Digital Communication Tools with Translation Technology to Communicate Directly with Multilingual Families:

There are many free and low-cost translation-friendly communication tools available. Here is a comprehensive list comparing different apps and tools. Please note, however, that these apps should not be considered a substitute for professional, knowledgeable interpreters and liaisons who are familiar with:

- the language and culture of the families
- technical school terms, especially for special education
- strategies that can help build trust and community among multilingual learners and their families.

In addition, keep in mind that some information may be more suitable for texts (shorter messages and check-ins) than lengthy or sensitive information. Please take a look at these privacy and security considerations for multilingual families if you are considering using apps with translation features.

Shareable Resources for Parents, Organized by the Five Components of Reading

Link to shareable parent components translated to Arabic, Japanese and Spanish: https://tinyurl.com/y9g4rrtg

Building Phonological Awareness - Phonological Awareness is the ability to hear the sounds of spoken language. This includes the ability to hear rhyming words, counting syllables, and individual sounds in words. Multilingual parents may need encouragement to do the following strategies with their children in their L1 if they are not comfortable doing so in English. In fact, multilingual parents should be encouraged to continue the development of L1 with their children. The following strategies are excellent for use in the classroom, in push-in/pull-out groups, and at home.

[educators: copy and cut out the following strategies to share with your multilingual families; if district resources are available to translate the strategies into the languages of your multilingual families, it is encouraged to do so]

Parents, Use these strategies to help your child develop literacy skills in the area of **Phonological Awareness** (hearing and using sounds):

Strategy: sing simple nursery songs to model rhyming and rhythm

- Top 20 Spanish Nursery Rhymes: https://www.youtube.com/watch?v=iiHsqJUJ97M
- Arabic Nursery Rhyme (This is the Way Fish Swim): https://www.youtube.com/watch?v=VxZp6aumQQc
- English Nursery Rhymes with Lyrics: https://bussongs.com/

Strategy: clapping out syllables in words

- Syllable Song with Jack Hartmann: https://www.youtube.com/watch?v=HKxAjCqc3wU
- Learning Syllables: https://www.youtube.com/watch?v=9S7DY2lgJlU
- Syllable Clapping (practice): https://www.youtube.com/watch?v=OlM6TBKkJu0

Strategy: play a variation on Eye Spy - instead of choosing eye spy with colors say "I spy something that starts with a /b/ sound" or "I spy something that says /d/ /o/ /g/"

- I Spy With Beginning Sounds:

https://www.youtube.com/watch?v=gzUz41TjAmg

Strategy: watch videos about phonological awareness with your child

- Between the Lions
  https://dptv.pbslearningmedia.org/collection/k1.phonem/

Building Phonics - Phonics is the ability to recognize the relationship between letters and the sounds that they represent. This includes recognizing print patterns that represent sounds, syllable patterns, and word parts (e.g., prefixes, suffixes, affixes). Multilingual parents may need encouragement to do the following strategies with their children in their L1 if they are not comfortable doing so in English. In fact, multilingual parents should be encouraged to continue the development of L1 with their children. The following strategies are excellent for use in the classroom, in push-in/pull-out groups, and at home.

[educators: copy and cut out the following strategies to share with your multilingual families; if district resources are available to translate the strategies into the languages of your multilingual families, it is encouraged to do so]

Parents, Use these strategies to help your child develop literacy skills in the area of **Phonics** (print letters and sounds):

Strategy: play letter/sound games

- 15 Alphabet Identification Activities: https://www.prekinders.com/alphabet-letter-identification-activities/
- English Letter/Sound Computer Games: http://www.starfall.com/
- More English Letter/Sound Computer Games: https://www.abcya.com/games/category/language-arts

Strategy: listen to ABC and phonics videos

- Have Fun Teaching Alphabet Song (3rd grade and higher): https://www.youtube.com/watch?v=36IBDpTRVNE
- A is for Apple ABC Song (K – 2nd grade): https://www.youtube.com/watch?v=BELlZKpi1Zs
- Long and Short Vowels YouTube Video: https://www.youtube.com/watch?v=4TjcT7Gto3U
- Between the Lions https://dptv.pbslearningmedia.org/collection/k1.phonics/

Strategy: read and write ABC books

- Printable ABC book: https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxqYW5yaWNoYXJkc29ucmVhZGluZ3xneDo3MjYyM2RhN2JlMjdkMTFh
- Printable ABC book for each letter of the alphabet: https://www.themeasuredmom.com/free-letter-books/

- Free printable books with phonics focus: http://www.hubbardscupboard.org/printable-booklets/

Strategy: practice sight words

- Fry 1st 100: https://www.youtube.com/watch?v=pTo1xaA4Sck

Building Fluency - Fluency is the ability to read a text accurately, quickly and with expression, as if one is talking. multilingual parents may need encouragement to do the following strategies with their children in their L1 if they are not comfortable doing so in English. In fact, multilingual parents should be encouraged to continue the development of L1 with their children. The following strategies are excellent for use in the classroom, in push-in/pull-out groups, and at home.

[educators: copy and cut out the following strategies to share with your multilingual families; if district resources are available to translate the strategies into the languages of your multilingual families, it is encouraged to do so]

Parents, Use these strategies to help your child develop literacy skills in the area of **Fluency** (accurate reading with expression):

Strategy: echo reading

- In echo reading, the child listens to a short portion of a text read aloud by a model, which could be a parent, sibling, other relative, or friend. The child then rereads that same text, patterning their pausing and intonation after the model.
- Traditionally a more fluent reader is the model reader. If a multilingual family does not have a reader who can model fluent English reading, the family can utilize the recorded readings as the fluent model.

Strategy: record your child reading

- Using a recording device such as a phone or computer, record your child reading a familiar text.
- Listen to the recording together and encourage your child to pause for end punctuation or to talk with a character within the text.
- Record again and note areas of growth.

Strategy: repeated reading

- Repeatedly reading a familiar text builds automaticity and confidence.
- Encourage your child to read to a variety of different people or things such as grandparents, aunts and uncles, neighbors, siblings, stuffed animals, and pets.

Strategy: listen to recorded books

- This website has actors record popular books. Make sure to choose books that have subtitles. https://www.storylineonline.net/

Strategy: partner reading

- Partner reading is a cooperative learning strategy in which two readers work together to read a text. The more competent reader (e.g., a parent, sibling, other relative, or friend) does the reading aloud while the other reader reads along. https://youtu.be/hx6mZvkCxFA?t=51

Building Vocabulary Vocabulary is knowledge of and memory for word meanings. This includes receptive vocabulary, which are words we understand when listening and reading, and expressive vocabulary, which are words we use in speaking and writing. Multilingual parents may need encouragement to do the following strategies with their children in their L1 if they are not comfortable doing so in English. It is good practice to build on students' vocabulary in L1. In fact, multilingual parents should be encouraged to continue the development of L1 with their children. The following strategies are excellent for use in the classroom, in push-in/pull-out groups, and at home.

[educators: copy and cut out the following strategies to share with your multilingual families; if district resources are available to translate the strategies into the languages of your multilingual families, it is encouraged to do so]

Parents, Use these strategies to help your child develop literacy skills in the area of **Vocabulary** (knowledge of word meaning):

Strategy: vocabulary translated in other languages

- Enchanted Learning Explorers' Dictionary https://www.enchantedlearning.com/Dictionary.html
- Model the use of Google Translate during reading time. When they come to a word they don't know, they can show how they use dictionaries/Google translate to make meaning from the text and learn English.

Strategy: building vocabulary with visuals

- Visual Picture Dictionary https://kids.wordsmyth.net/we/

Strategy: building academic vocabulary

- Parent Toolkit with links to many resources (available in English and Spanish): https://www.parenttoolkit.com/academics/advice/english-language-arts/helping - your-child-build-a-strong-vocabulary

Strategy: learn the language with them

- The more they hear the language, the easier it will become. Some studies show that children need to hear a word over 100 times before they really understand it.

Strategy: write with your child in English and/or your first language

- Point out similar cognates that are the same in English and your first language (e.g., in English we use “restaurant”; in Spanish the word is “restaurante”; these words use a similar cognate).

Strategy: play vocabulary games

- If you learn/play along with your children, they are likely to be even more interested.
    - Play Scattergories https://www.youtube.com/watch?v=WgRm_auxt_w
    - Play Word BINGO: Make BINGO sheets with a 4×4 grid and add words to each square. Have your child mark the correct word when you read it out loud. Give him/her a prize when he/she completes the BINGO card.
        - **Picture BINGO:** Use pictures on the BINGO card and call out the words that relate. http://www.dltk-cards.com/bingo/
        - **Synonym BINGO:** Give students a word that means the same thing as a word on their card
        - **Antonym BINGO:** Call out the antonyms of words on their cards

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Building Comprehension - Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) fluently and automatically decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read. Multilingual parents may need encouragement to do the following strategies with their children in their L1 if they are not comfortable doing so in English. In fact, multilingual parents should be encouraged to continue the development of L1 with their children. The following strategies are excellent for use in the classroom, in push-in/pull-out groups, and at home.

[educators: copy and cut out the following strategies to share with your multilingual families; if district resources are available to translate the strategies into the languages of your multilingual families, it is encouraged to do so]

Parents, Use these strategies to help your child develop literacy skills in the area of **Comprehension** (understanding and interpreting what is read)

Strategy: read with your child in English or in your first language

- Go to your public library and ask about books that are written in multiple languages. www.mel.org
- Go to: https://school.eb.com/levels/elementary
    - Search a topic of interest
    - Click on the globe and select your first language from the drop down menu to read in your first language together with your child
- Help your child read at home using the prompts in the links below
    - https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/Bookmarks.jpg?attachauth=ANoY7crHLcSbiB6Uq-13PwSsHg5VXDPC8wmkZTvOHymI0v_9G6_AvKAdX8hU52CPgeCuLyWJJXzdRfskV6-inq9kL7_MzMTpIFFuyZnmSfz2Z2Bmhi6qCGCwSOWN26lCo12_VkAE5V0XrVWi1u8GKxT5TuDX23dOYLRV8j06yX1jZddXVzUn5Pa1w9H3bo5qgsZW2L35JbGb5Rs-xqoj_ti4BFbDMx61Mf6cfqhFG4E9cQZNgZ0iDcM%3D&attredirects=0
    - https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/Bookmarks2.jpg?attachauth=ANoY7cp6qaViNs9JQwWekkimleLTWtv0hFi-rNynHVjm8xOv_CtitL18iihKPWaHh-S69m0xWxGW62JuBf-0nA0BoIsBX_8J1GiuSTdI3nkjGRLniYeJOufCVs0igO_kGMziEZeeLSZHVMlRToRiPxfbTe2k9THb_K4Dnh6Ohp6K-nfFJaP0iNMH-7j_At4QvTBAiO_v7niLbnMd6bDFEb4YzLtfhVH88zmGqOMN-imD4nu7nEUF7Wk%3D&attredirects=0

- If your child can read in English, but you cannot, you can still read with your child. You can actively listen while your child reads in English
- Your child can discuss the book with you in your first language using these prompts:
    - Your child can tell you about and/or illustrate the key concepts
    - You can use the book's pictures to help you understand
    - You can ask your child questions in your language, such as:
    - Tell me about the characters.
    - What happened first? Next? Last?
- Read a variety of texts with your child (e.g., informational, magazines, fictional, newspapers, online, etc.)

Resources

Who are Multilingual Families?

- What you Need to Know About ELLs: Fast Facts
  https://www.colorincolorado.org/article/what-you-need-know-about-ells-fast-facts

What are the Federal, State and Local Requirements for Supporting Multilingual Families?

- Center for Educational Performance and Information
  https://www.michigan.gov/cepi

- Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs
  https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf

- Facts for Families: What is the Read by Grade 3 Law?
  https://www.michigan.gov/documents/mde/Grade_3_Reading_Facts_Families_Final_TJ_632662_7.pdf

- Oakland Schools Read At Home Plan for Student Success
  https://drive.google.com/file/d/0B4gufmQtbHFQSmVuYnhicWM3ajQ/view

- Whitmer's Executive Order 2020-35
  https://www.michigan.gov/whitmer/0,9309,7-387-90499_90705-524032--,00.html

How can Educators Support Multilingual Families?

- 3rd Grade Reading Law Parent Information Letter Available in Multiple Languages
  https://drive.google.com/drive/folders/0B0cq5GXNbuercmJ1Nm5oWnZGOWs

- 6 Ways Teachers Can Foster Cultural Awareness in the Classroom
  https://www.theedadvocate.org/6-ways-teachers-can-foster-cultural-awareness-in-the-classroom/

- A Guide for Engaging ELL Families: Twenty Strategies for School Leaders
  http://www.colorincolorado.org/sites/default/files/Engaging_ELL_Families_FINAL.pdf

- Annual ESL Parent Notification Letter in Chinese & Spanish
  https://drive.google.com/drive/folders/1qKca3wuiOFIMt0Z4WETZaanqPRC9pLVi

- Argo Translation
  https://www.argotrans.com

- Cultural Self-awareness
  https://libguides.webster.edu/c.php?g=98100&p=634461

- Encouraging and Sustaining ELL Parent Engagement
  http://www.colorincolorado.org/article/encouraging-and-sustaining-ell-parent-engagement

- Language Line Solutions
  https://www.languageline.com

- Linking Home, School and Community for Families of English Language Learners
  https://www.michigan.gov/documents/mde/3-7_383783_7.pdf

- MDE General Resource on Family Engagement
  https://www.michigan.gov/mde/0,4615,7-140-5233---,00.html

- Oakland Schools Guidance Document on Effective Interpretation Process for ELs and Their Families
  https://drive.google.com/file/d/1oMiujEyxl7rdLjqe9If4Sw9-4ryE15FI/view

- Office of Civil Rights-Information for Limited English Proficient Parents and Guardians and for Schools and School Districts that Support Them
  https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf
  - Available in other languages here
    https://www2.ed.gov/about/offices/list/ocr/ellresources.html

- Preparing for Cultural Diversity: Resources for Teachers
  https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers

- Shareable Parent Components
  https://tinyurl.com/y9g4rrtg

- Special Education Procedural Safeguards in Multiple Languages
  https://www.michigan.gov/mde/0,4615,7-140-6598_88186_88205---,00.html

- Tips on Engaging with Multilingual Students
  https://www.naeyc.org/resources/pubs/yc/may2019/five-tips-engaging-multilingual-children

- Tips on Working with Translators - page 86
  https://www.michigan.gov/documents/mde/4a._Final_Toolkit_without_bookmarks_370151_7.pdf

- WIDA: Family Engagement
  https://wida.wisc.edu/teach/learners/engagement

How can Educators Support Multilingual Families in the Context of Virtual and Blended Learning?

- Accommodations for ELs: Remote Learning & Beyond
  https://docs.google.com/document/d/1x5vogIo1Nwj6p4G_4WjhII33xIU4o83m5dGLdTvUmLA/edit

- At-Home Educational Online Activities for Students and Parents
  https://smartsocial.com/online-activities/?utm_source=Smart+Social+Mailing+List&utm_campaign=94877d5f8e-Online+Educational+Activities&utm_medium=email&utm_term=0_40b34a3ccb-94877d5f8e-196064865

- Commonlit
  commonlit.org

- Coronavirus Links, Resources and Tools for Teachers & Families
  https://www.smore.com/8hf9m-tools-resources-for-ells-more

- Digital Communication Tools with Translation Capabilities
  https://docs.google.com/document/d/1ZATQQeb5QvWK-1V6yRgRxwuZ7RdN-Ws-FAcoBm5oY9g/edit

- Distance Learning for ELLs: Making Family Partnerships Work
  https://www.colorincolorado.org/article/distance-learning-ells-family

- Distance Learning for ELLs: Privacy Considerations
  https://www.colorincolorado.org/distance-learning-ells-privacy

- Google Voice
  https://voice.google.com/u/0/about

- NewsELA
  newsela.com

- Podcasts for elementary, middle, and high school students
  https://www.weareteachers.com/best-podcasts-for-kids/

- Practical Strategies & Resources to Teach K-12 ELs Online from SupportEd
  https://padlet.com/diane30/m7j8wz0v3qgb

- Raz-kids
  https://www.raz-kids.com

- Read & Write for Google
  https://chrome.google.com/webstore/detail/readwrite-for-google-chro/inoeonmfapjbbkmdafoankkfajkcphgd?hl=en-US

- Reading Tip Sheets for Parents in 13 Languages: From Toddler to 3rd grade
  http://www.colorincolorado.org/reading-tip-sheets-parents

- Texthelp PDF reader

  https://chrome.google.com/webstore/detail/texthelp-pdf-reader/feepmdlmhplaojabeoecaobfmibooaid?hl=en-GB

- Unite for Literacy

  https://www.uniteforliteracy.com