From Data to Practice: Supporting English Language Learners with Intentional Instruction

Presenters: Leah Kelley, Julie Kemper, Megan Jubec, & Jessica Griffen

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Our Presenting Team

Our Bio:

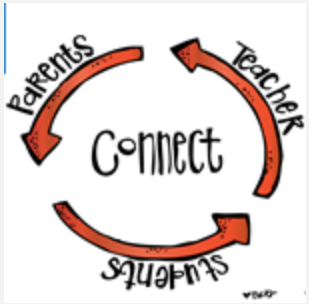
Leah Kelley, Julie Kemper, Megan Jubec, and Jessica Griffen are ReadOhio Literacy Coaches working with schools across the North and West regions of Ohio to strengthen reading instruction through the Science of Reading. They support educators in using data to drive effective, responsive literacy practices and bring specialized training in literacy and instruction for English Language Learners. Together, they help schools turn evidence into action and improve literacy outcomes for all students.

Learning Objectives

By the end of this session, participants will be able to:

1. **Interpret language proficiency and academic data** to identify the strengths and instructional needs of English Language Learners.
2. **Analyze and align data findings with responsive instructional strategies** that support language development and academic achievement.
3. **Design instructional adjustments and supports** that honor students' linguistic and cultural assets.

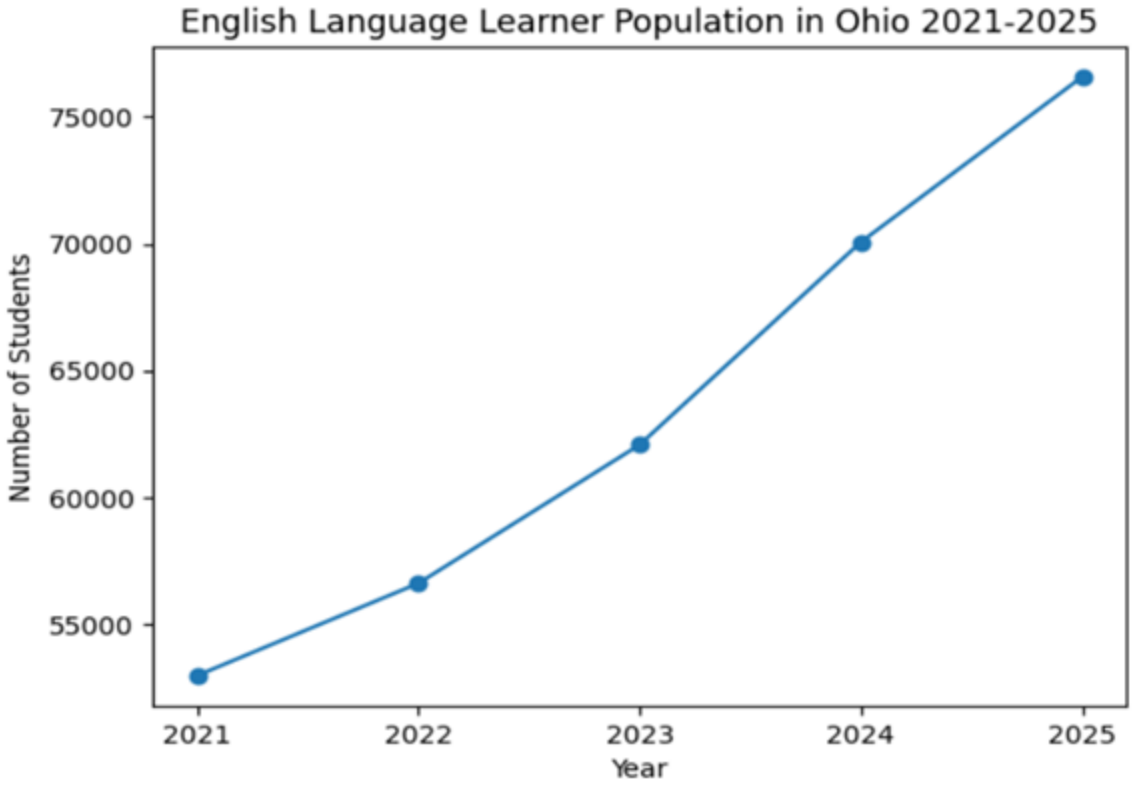
"When we take time to understand who our multilingual families are—where they come from, what they value, and how they view education—we build bridges of trust. Empathy isn't just about being kind; it's about actively seeking to understand experiences that differ from our own."



-Read Ohio ML Cadre Team

Year	EL Students
2021	52,986
2022	56,620
2023	62,077
2024	70,062
2025	76,568

English Language Learner Population in Ohio 2021–2025



Ohio Department of Education and Workforce-Data Reports Portal

Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components

Adult Implementation Components

What's our viewpoint?

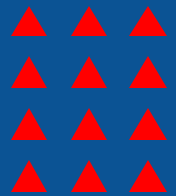
ASSET based

DEFICIT based

The Six Stages of Second-Language Acquisition

Pre-production	This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.
Early production	The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.
Speech Emergent	Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.

https://www.colorincolorado.org/article/language-acquisition-overview



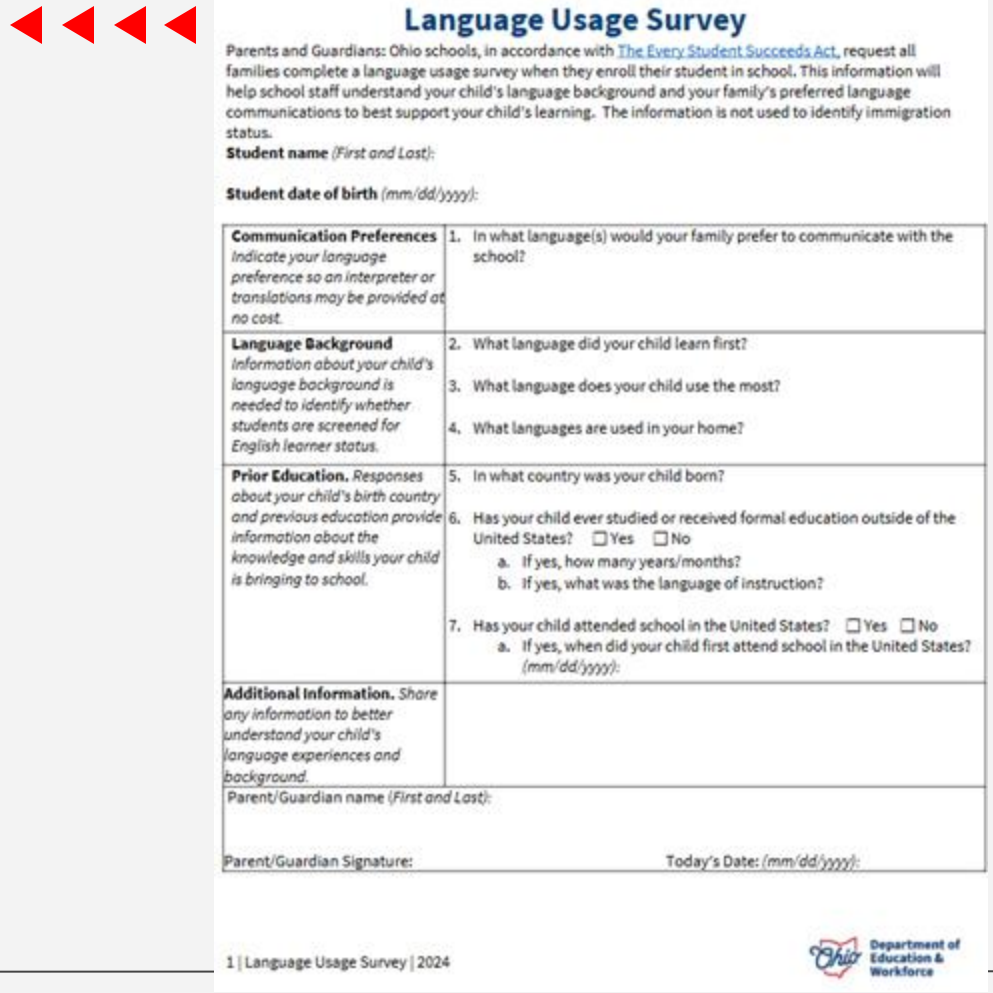
Beginning Fluency	Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.
Intermediate Fluency	Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.
Advanced Fluency	The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language.

https://www.colorincolorado.org/article/language-acquisition-overview

1 Interpret Language Proficiency and Academic Data for ELL Students

- Where can we get data about our ELL students?
  - Home language survey
  - OELPS (initial screener results)--do they qualify as an MLL/ELL student?
  - Family/Parent Notification
  - OELPA Results

- Completed during enrollment
- May be imbedded in Progressbook/other online platform
- Available in 19 languages on ODEW website
- Office staff can be very helpful with locating this



Language Usage Survey

Parents and Guardians: Ohio schools, in accordance with The Every Student Succeeds Act, request all families complete a language usage survey when they enroll their student in school. This information will help school staff understand your child's language background and your family's preferred language communications to best support your child's learning. The information is not used to identify immigration status.

Student name *(First and Last)*:

Student date of birth *(mm/dd/yyyy)*:

Communication Preferences *Indicate your language preference so an interpreter or translations may be provided at no cost.*	1. In what language(s) would your family prefer to communicate with the school?
Language Background *Information about your child's language background is needed to identify whether students are screened for English learner status.*	2. What language did your child learn first? 3. What language does your child use the most? 4. What languages are used in your home?
Prior Education. *Responses about your child's birth country and previous education provide information about the knowledge and skills your child is bringing to school.*	5. In what country was your child born? 6. Has your child ever studied or received formal education outside of the United States? ☐ Yes ☐ No a. If yes, how many years/months? b. If yes, what was the language of instruction? 7. Has your child attended school in the United States? ☐ Yes ☐ No a. If yes, when did your child first attend school in the United States? *(mm/dd/yyyy)*:
Additional Information. *Share any information to better understand your child's language experiences and background.*	
Parent/Guardian name *(First and Last)*: Parent/Guardian Signature: Today's Date: *(mm/dd/yyyy)*:	

1 | Language Usage Survey | 2024

Department of Education & Workforce

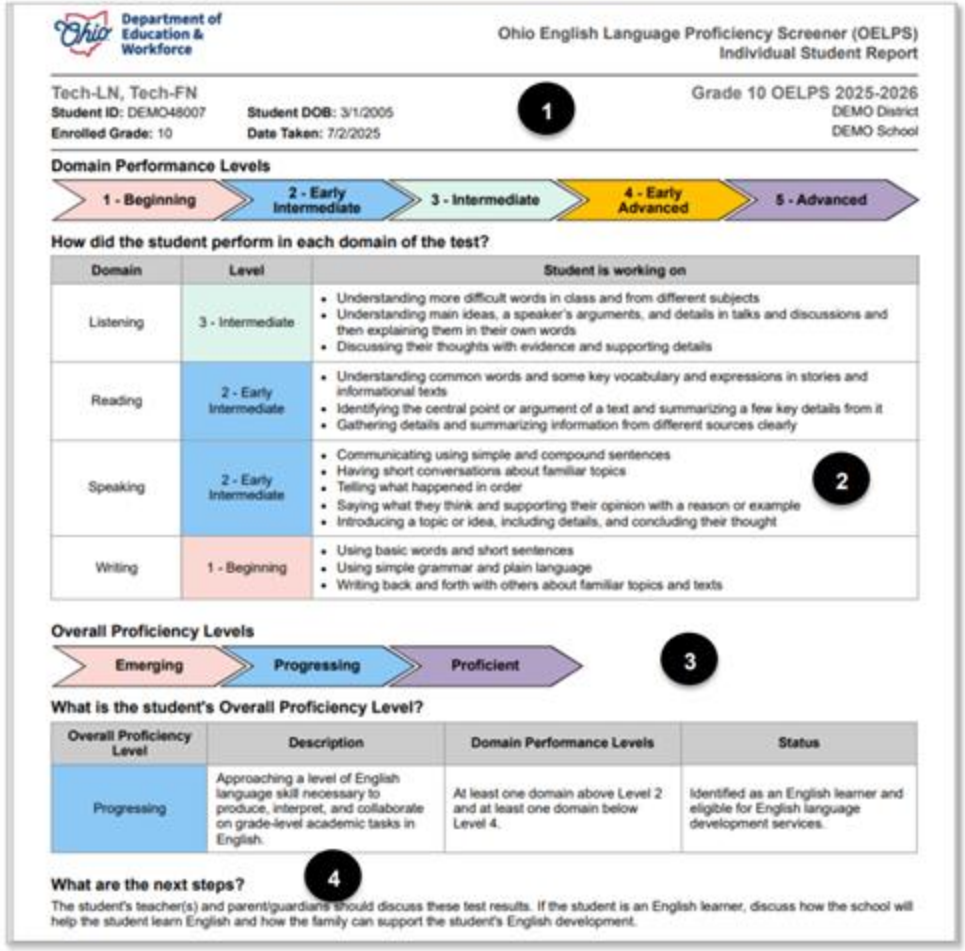
ODEW Language Usage Survey

- **O**hio **E**nglish **L**anguage **P**roficiency **S**creener
- Completed online through TIDE
- Assesses English proficiency in reading, writing, listening and speaking
- Identifies a student as emerging, progressing or proficient
- OELPS-BK and OELPS-K

Identifies a student as an MLL/EL and qualifies them for services.

***Must be done within 30 days of student enrollment.**

Sample Individual Student Report



Department of Education & Workforce

Ohio English Language Proficiency Screener (OELPS)
Individual Student Report

Tech-LN, Tech-FN
Student ID: DEMO48007 **Student DOB:** 3/1/2005
Enrolled Grade: 10 **Date Taken:** 7/2/2025

1

Grade 10 OELPS 2025-2026
DEMO District
DEMO School

Domain Performance Levels

1 - Beginning | 2 - Early Intermediate | 3 - Intermediate | 4 - Early Advanced | 5 - Advanced

How did the student perform in each domain of the test?

Domain	Level	Student is working on
Listening	3 - Intermediate	• Understanding more difficult words in class and from different subjects • Understanding main ideas, a speaker's arguments, and details in talks and discussions and then explaining them in their own words • Discussing their thoughts with evidence and supporting details
Reading	2 - Early Intermediate	• Understanding common words and some key vocabulary and expressions in stories and informational texts • Identifying the central point or argument of a text and summarizing a few key details from it • Gathering details and summarizing information from different sources clearly
Speaking	2 - Early Intermediate	• Communicating using simple and compound sentences • Having short conversations about familiar topics • Telling what happened in order • Saying what they think and supporting their opinion with a reason or example • Introducing a topic or idea, including details, and concluding their thought
Writing	1 - Beginning	• Using basic words and short sentences • Using simple grammar and plain language • Writing back and forth with others about familiar topics and texts

2

Overall Proficiency Levels

Emerging | Progressing | Proficient

3

What is the student's Overall Proficiency Level?

Overall Proficiency Level	Description	Domain Performance Levels	Status
Progressing	Approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English.	At least one domain above Level 2 and at least one domain below Level 4.	Identified as an English learner and eligible for English language development services.

4

What are the next steps?

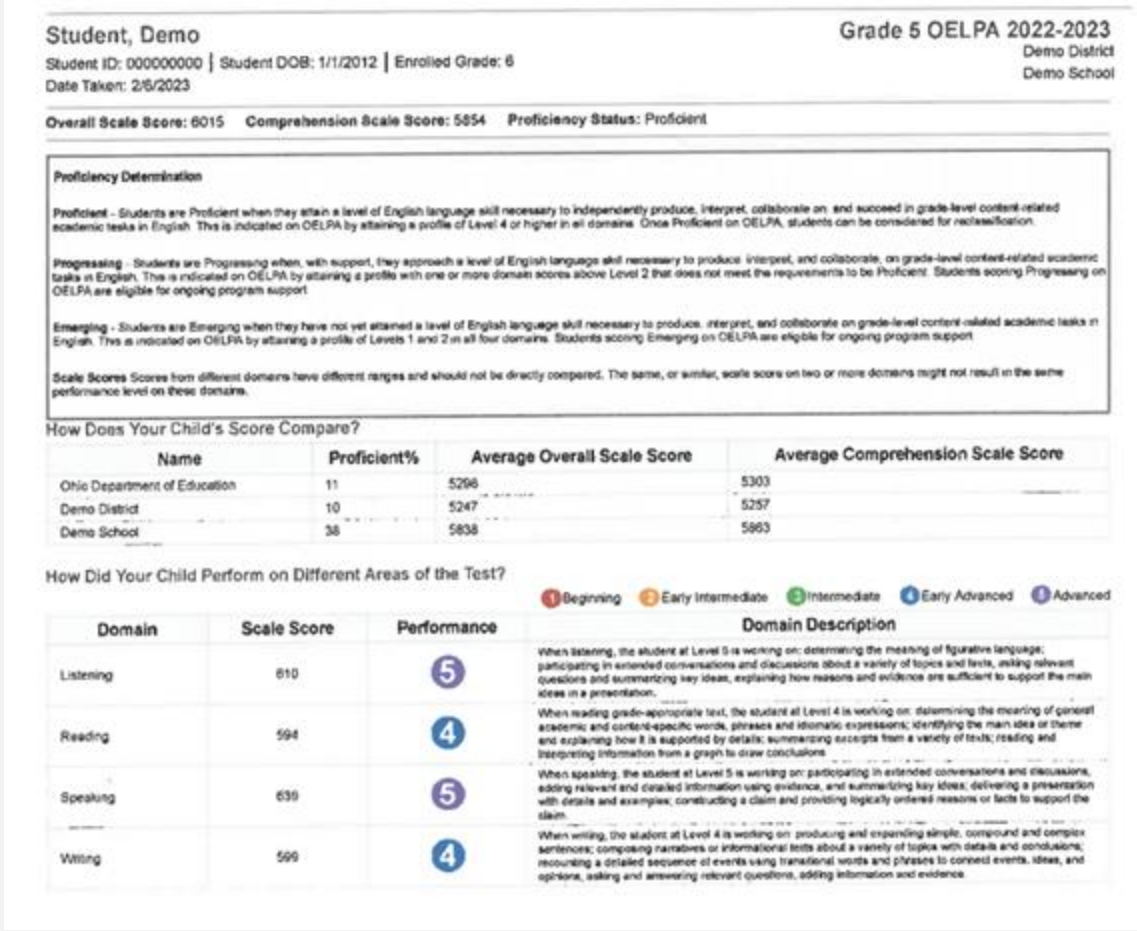
The student's teacher(s) and parent/guardians should discuss these test results. If the student is an English learner, discuss how the school will help the student learn English and how the family can support the student's English development.

Example OELPS Report

- Letter must be sent within 30 days of enrollment if student is identified as an MLL/EL
- Mid-year enrollment-letter must be sent within 2 weeks
- Parent(s) may decline services
- Annual notification required
- Required elements of the notification letter link

- **O**hio **E**nglish **L**anguage **P**roficiency **A**ssessment
- Summative assessment given in late winter/early spring through TIDE
- Assesses proficiency in 4 domains-reading, writing, listening and speaking
- Scores released late spring
- Use to plan instruction & support for the next school year
- Alt-OELPA: MLL's w/significant cognitive disabilities

Sample OELPA Report



Student, Demo

Student ID: 000000000 | Student DOB: 1/1/2012 | Enrolled Grade: 6

Date Taken: 2/6/2023

Grade 5 OELPA 2022-2023

Demo District

Demo School

Overall Scale Score: 6015 **Comprehension Scale Score:** 5854 **Proficiency Status:** Proficient

Proficiency Determination

Proficient - Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile of Level 4 or higher in all domains. Once Proficient on OELPA, students can be considered for reclassification.

Progressing - Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on OELPA are eligible for ongoing program support.

Emerging - Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on OELPA are eligible for ongoing program support.

Scale Scores Scores from different domains have different ranges and should not be directly compared. The same, or similar, scale score on two or more domains might not result in the same performance level on these domains.

How Does Your Child's Score Compare?

Name	Proficient%	Average Overall Scale Score	Average Comprehension Scale Score
Ohio Department of Education	11	5296	5303
Demo District	10	5247	5257
Demo School	38	5838	5863

How Did Your Child Perform on Different Areas of the Test?

1 Beginning 2 Early Intermediate 3 Intermediate 4 Early Advanced 5 Advanced

Domain	Scale Score	Performance	Domain Description
Listening	610	5	When listening, the student at Level 5 is working on: determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation.
Reading	594	4	When reading grade-appropriate text, the student at Level 4 is working on: determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions.
Speaking	639	5	When speaking, the student at Level 5 is working on: participating in extended conversations and discussions, adding relevant and detailed information using evidence, and summarizing key ideas; delivering a presentation with details and examples; constructing a claim and providing logically ordered reasons or facts to support the claim.
Writing	599	4	When writing, the student at Level 4 is working on: producing and expanding simple, compound and complex sentences; composing narratives or informational texts about a variety of topics with details and conclusions; recounting a detailed sequence of events using transitional words and phrases to connect events, ideas, and opinions; asking and answering relevant questions, adding information and evidence.

2 Analyze and Align Data Findings with Responsive Instructional Strategies

- OELPA Scores
- Universal Screening Data
- Diagnostic Data
- Bilingual Assessments (demonstrate knowledge in L1)
- English Proficiency Standards
- Activity Level Descriptors

Universal Screeners

Student	English screener	Native language screener
A		
B		n/a
C		
D		
E		n/a
F		
G		
H		

*This data is pulled from an English-only model, where students were given a universal screener in both their native language and English to make a comparison and draw conclusions.

Exhibit 5. Side-by-Side Comparison of Academic Data With ML and IEP Status

STUDENT	ORF	FLO	ML EPS	IEP
1. Hector				
2. Kathleen				
3. Connor				
4. Natalia				X
5. Maya			2	
6. Daniel				
7. Chasito			3	
8. Marisa			1	
9. Panchito			2	

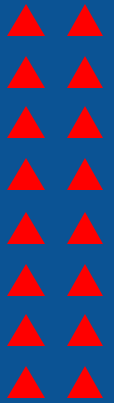
By analyzing the data side-by-side, teachers see how students have acquired literacy in either language and can identify ways to bridge what students know in one language to teacher reading in English.

- National Center on Intensive Intervention Mulit-Tiered Systems of Supports for Multilingual Learners

- Considerations:
  - Some phonemes and graphemes may not be present in student home language.
  - Negative Transfer- graphemes that transfer from one language to another but have different sounds than English.

Knowing about their home language will help with planning, instruction and analyzing student data.

https://mylanguages.org/



“Once you can read in one language, this knowledge transfers rapidly to any other language you learn to read. Once you can read, you can read.”

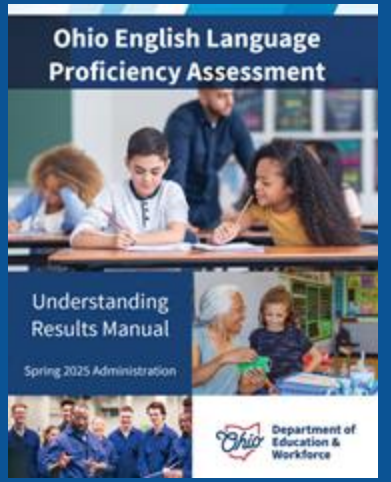
- Krashen (2002)

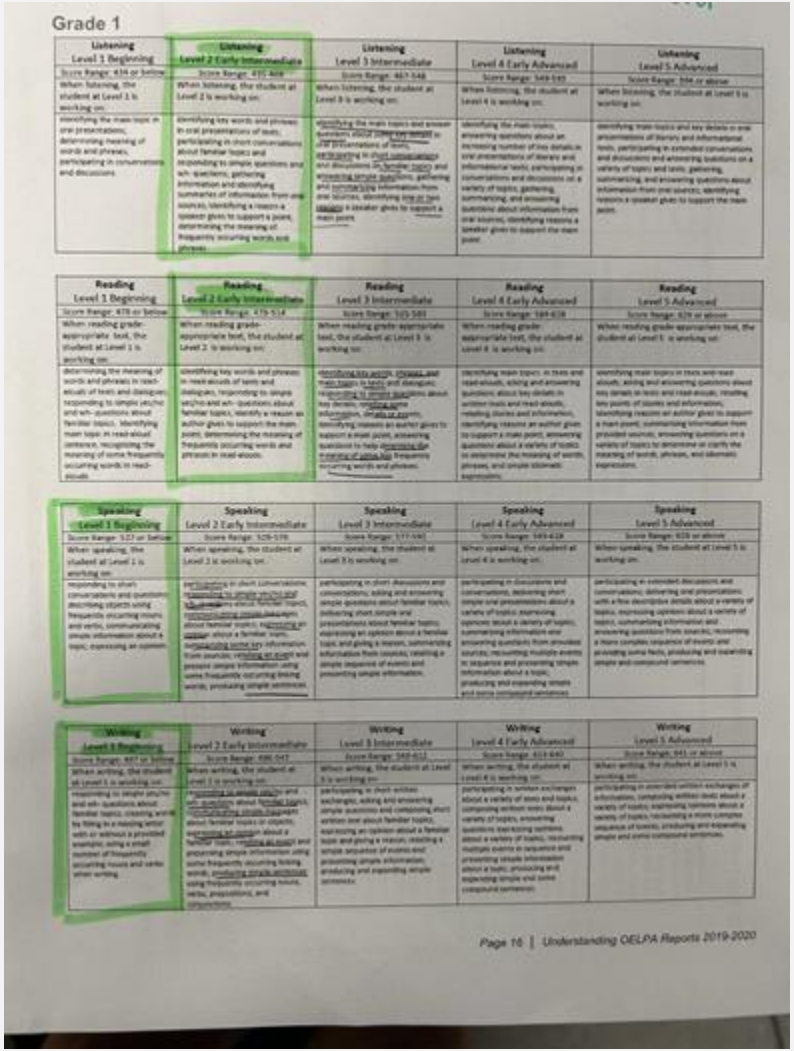
Achievement Level Descriptors (ALDs)

Kindergarten

Listening Level 1 Beginning	**Listening** Level 2 Early Intermediate	**Listening** Level 3 Intermediate	**Listening** Level 4 Early Advanced	**Listening** Level 5 Advanced
Score Range: 466 or below	Score Range: 467-506	Score Range: 507-612	Score Range: 613-644	Score Range: 645 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
responding to short conversations; recognizing and identifying the meanings of a few frequently occurring words in read-alouds and simple oral presentations; responding to simple yes/no and wh- questions; following simple directions.	responding to short conversations; recognizing and identifying the meaning of some key words and phrases from read-alouds and oral presentations; responding to yes/no and wh- questions; following simple and some multi-step directions without picture support; discriminating some details in longer conversations.	responding to conversations and identifying key words and phrases from read-alouds and oral presentations; answering questions about the meanings of words and phrases; making inferences and comparisons; responding to yes/no and wh- questions; comprehending details and following longer directions.	responding to conversations and identifying key words, phrases, and details from long stories and presentations; answering questions and evaluating key vocabulary using details from long stories and conversations; demonstrating multiple-step thinking.	responding to conversations and identifying key words, phrases, and details from longer stories and informational presentations; answering questions and evaluating key details from long informational presentations; demonstrating multiple step thinking.

Reading Level 1 Beginning	**Reading** Level 2 Early Intermediate	**Reading** Level 3 Intermediate	**Reading** Level 4 Early Advanced	**Reading** Level 5 Advanced
Score Range: 472 or below	Score Range: 473-513	Score Range: 514-591	Score Range: 592-626	Score Range: 627 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
determining the meaning of words and phrases in texts and dialogues; responding to simple yes/no and wh- questions; recognizing the meanings of some frequently occurring words in read-alouds.	identifying key words and phrases from read-alouds of texts and dialogues; responding to yes/no and wh- questions; recognizing the meaning of some frequently occurring and key words in read-alouds.	identifying frequently used words and phrases; responding to questions about key details from read-alouds of texts and dialogues; responding to questions about familiar topics; answering questions to help determine the meaning of some words and phrases in read-alouds.	categorizing words and phrases in read-alouds of texts and dialogues; answering questions about key details in a variety of text types; recognizing words and phrases in read-alouds that may have multiple meanings in context.	analyzing details from read-alouds and dialogues on familiar and unfamiliar topics; analyzing information to answer questions about key details in read-alouds; categorizing words; demonstrating comparing and contrasting skills in read-alouds; inferring meaning from words using text and pictures; listening to and following directions from a text.





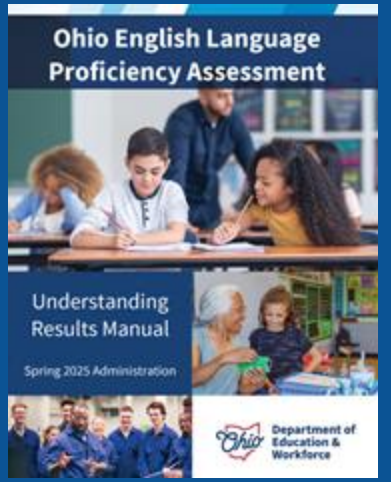
Grade 1

Listening Level 1 Beginning	Listening Level 2 Early Intermediate	Listening Level 3 Intermediate	Listening Level 4 Early Advanced	Listening Level 5 Advanced
Score Range: 434 or below	Score Range: 435-468	Score Range: 467-548	Score Range: 549-595	Score Range: 596 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
identifying the main topic in oral presentations; determining meaning of words and phrases; participating in conversations and discussions	identifying key words and phrases in oral presentations of texts; participating in short conversations about familiar topics and responding to simple questions and wh- questions; gathering information and identifying summaries of information from oral sources; identifying a reason a speaker gives to support a point; determining the meaning of frequently occurring words and phrases	identifying the main topics and answer questions about key details in oral presentations of texts; participating in short conversations and discussions on familiar topics and answering simple questions; gathering and summarizing information from oral sources; identifying one or two reasons a speaker gives to support a main point	identifying the main topics; answering questions about an increasing number of key details in oral presentations of literary and informational texts; participating in conversations and discussions on a variety of topics; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point	identifying main topics and key details in oral presentations of literary and informational texts; participating in extended conversations and discussions and answering questions on a variety of topics and texts; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point.

Reading Level 1 Beginning	Reading Level 2 Early Intermediate	Reading Level 3 Intermediate	Reading Level 4 Early Advanced	Reading Level 5 Advanced
Score Range: 478 or below	Score Range: 479-514	Score Range: 515-583	Score Range: 584-638	Score Range: 639 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
determining the meaning of words and phrases in read-alouds of texts and dialogues; responding to simple yes/no and wh- questions about familiar topics; identifying main topic in read-aloud sentence; recognizing the meaning of some frequently occurring words in read-alouds	identifying key words and phrases in read-alouds of texts and dialogues; responding to simple yes/no and wh- questions about familiar topics; identify a reason an author gives to support the main point; determining the meaning of frequently occurring words and phrases in read-alouds	identifying key words, phrases and main topics in texts and dialogues; responding to simple questions about key details; identifying reasons an author gives to support a main point; answering questions to help determine the meaning of unknown frequently occurring words and phrases	identifying main topics in texts and read-alouds; asking and answering questions about key details in texts and read-alouds; reading stories and informational texts; identifying reasons an author gives to support a main point; answering questions about a variety of topics; determining the meaning of words, phrases, and simple idiomatic expressions	identifying main topics in texts and read-alouds; asking and answering questions about key details in texts and read-alouds; retelling key points of stories and information; identifying reasons an author gives to support a main point; summarizing information from provided sources; answering questions on a variety of topics; to determine or clarify the meaning of words, phrases, and idiomatic expressions

Speaking Level 1 Beginning	Speaking Level 2 Early Intermediate	Speaking Level 3 Intermediate	Speaking Level 4 Early Advanced	Speaking Level 5 Advanced
Score Range: 527 or below	Score Range: 528-570	Score Range: 571-640	Score Range: 641-678	Score Range: 679 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
responding to short conversations and questions; describing objects using frequently occurring nouns and verbs; communicating simple information about a topic; expressing an opinion	participating in short conversations; responding to simple yes/no and wh- questions about familiar topics; expressing an opinion about a familiar topic; comparing some key information from sources; retelling an event and present simple information using some frequently occurring linking words; producing simple sentences	participating in short discussions and conversations; asking and answering simple questions about familiar topics; delivering short simple oral presentations about familiar topics; expressing an opinion about a familiar topic and giving a reason; summarizing information from sources; retelling a simple sequence of events and presenting simple information	participating in discussions and conversations; delivering short one-paragraph presentations about a variety of topics; expressing opinions about a variety of topics; summarizing information and answering questions from provided sources; recounting multiple events in sequence and presenting simple information about a topic; producing and expanding simple and some compound sentences	participating in extended discussions and conversations; delivering oral presentations with a few descriptive details about a variety of topics; expressing opinions about a variety of topics; summarizing information and answering questions from sources; recounting a more complex sequence of events and providing some facts; producing and expanding simple and compound sentences

Writing Level 1 Beginning	Writing Level 2 Early Intermediate	Writing Level 3 Intermediate	Writing Level 4 Early Advanced	Writing Level 5 Advanced
Score Range: 497 or below	Score Range: 498-547	Score Range: 548-611	Score Range: 612-640	Score Range: 641 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
responding to simple yes/no and wh- questions about familiar topics; creating words by filling in a missing letter with or without a provided example; using a small number of frequently occurring nouns and verbs when writing	responding to simple yes/no and wh- questions about familiar topics; introducing simple language about familiar topics or objects; expressing an opinion about a familiar topic; retelling an event and presenting simple information using some frequently occurring linking words; producing simple sentences using frequently occurring nouns, verbs, prepositions, and conjunctions	participating in short written exchanges; asking and answering simple questions and composing short written text about familiar topics; expressing an opinion about a familiar topic and giving a reason; creating a simple sequence of events and presenting simple information; producing and expanding simple sentences	participating in written exchanges about a variety of texts and topics; composing written texts about a variety of topics; answering questions expressing opinions about a variety of topics; recounting multiple events in sequence and presenting simple information about a topic; producing and expanding simple and some compound sentences	participating in extended written exchanges of information; composing written texts about a variety of topics; expressing opinions about a variety of topics; recounting a more complex sequence of events; producing and expanding simple and some compound sentences



English Language Proficiency Standards

June 2015

Department of Education & Workforce

GRADE 1: STANDARD 3

ELP.1.3.	By the end of each English language proficiency level, an English Language Learner can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics . . .	• communicate simple information or feelings about familiar topics or experiences.	• communicate simple messages about familiar topics, experiences, or events.	• deliver short simple oral presentations • compose short written texts about familiar topics, stories, experiences, or events.	using simple sentences and drawings or illustrations, • deliver short simple oral presentations • compose written texts about a variety of texts, topics, experiences, or events.	including a few descriptive details, • deliver oral presentations • compose written texts about a variety of texts, topics, experiences, or events.

When engaging in one or more of the following content-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence. **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	**MP1.** Make sense of problems and persevere in solving them. **MP6.** Attend to precision.	**SP6.** Construct explanations and design solutions. **SP8.** Obtain, evaluate, and communicate information.

When engaging in tasks aligned with the following Grade 1 ELA Standards:

W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Student Name: 'A'
OELPA Scores: L-3, R-2, S-3, W-2

Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondence

GRADE 3: STANDARD 1

R, W L, S

ELP.2-3.1.	By the end of each English language proficiency level, an English Language Learner can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • identify the main topic or message • answer questions • retell some key details from read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to: • determine the main idea or message • identify or answer questions about some key details that support the main idea/message • retell a variety of stories from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: • determine the main idea or message • tell how key details support the main idea • retell a variety of stories from read-alouds, written texts, and oral communications.

When engaging in one or more of the following content-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence.
EP3. Construct valid arguments from evidence and critique the reasoning of others.
EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.
EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

SP1. Ask questions and define problems.

When engaging in tasks aligned with the following Grade 3 ELA Standards:

Literature

RL.2. Recount stories, including fables, folktales, and myths from diverse cultures; how determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and language explain how their actions contribute to the sequence of events.
RL.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Informational Text

RI.2. Determine the main idea of a text; recount the key details and explain they support the main idea.
RI.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using that pertains to time, sequence, and cause/effect.
RI.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RL.1., RI.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
SL.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

READ Ohio
Planting the seed to read
Ohio Department of Education & Workforce

3 Design Instructional Adjustments and Supports

- PLUSS Framework Lesson Overlay Examples
- IES Educator's Practice Guide Recommendations
- Other Resources

The PLUSS Framework Across Tiers of Instruction

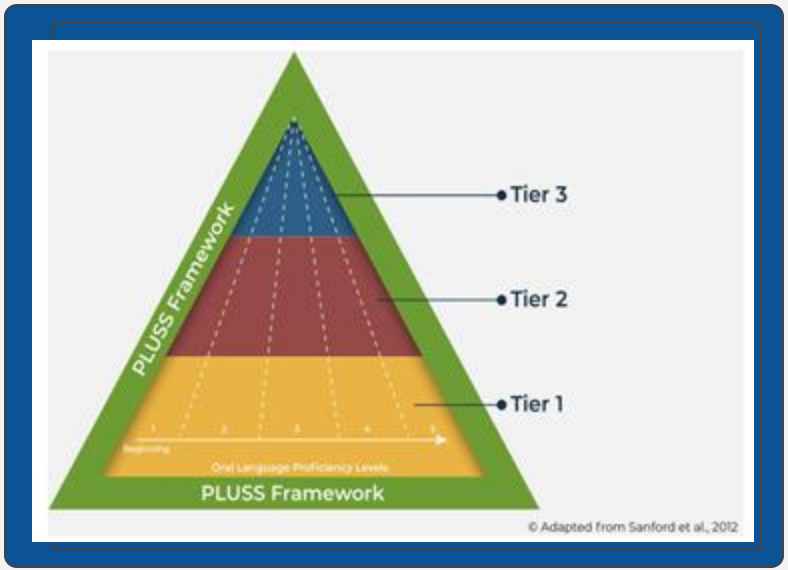
P~Pre-teach critical **vocabulary, prime background knowledge and make cultural connections**

L~ Language modeling and **opportunities** for **practice**

U~ Using Visuals and **graphic organizers**

S~ Systematic and **explicit** instruction

S~ Strategic use of **native language** and teaching for **transfer**



P: Pre-teach critical vocabulary

Instructional Focus:
Properties of Light

English-Spanish Cognates		
absorb	→	absorber
transparent	→	transparente
opaque	→	opaco/opaca
project (verb)	→	proyectar

absorb
absorber

transparent
transparente

P: Priming background knowledge

Instructional Focus:
Historical Revolutionaries

P: Making cultural connections

Instructional Focus:
digraph ‘ch’

/ch/ → ch

Visuals

el pollito
la pollita

el pollo
la gallina

Spanish language examples:

chico or chica: boy or girl

chapa = sheet

chorizo= sausage

charlar = to chat

L: Language modeling, instruction and opportunities for practice.

Model Appropriate use

Evaporation happens when…..

Provide Sentence Frames for critical vocabulary

“I notice evaporation when I boil water to make pasta.”

Provide Opportunities for Practice

Turn to a partner and tell them about a time you noticed evaporation.

U: Using visuals and graphic organizers

Cognates

family

familia

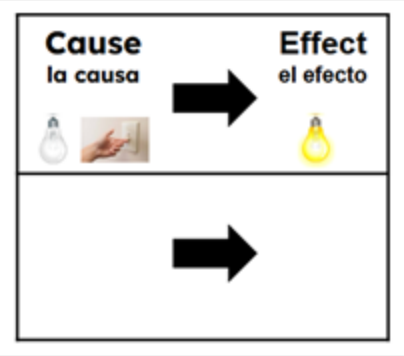
False Cognates

rope

vs

la ropa

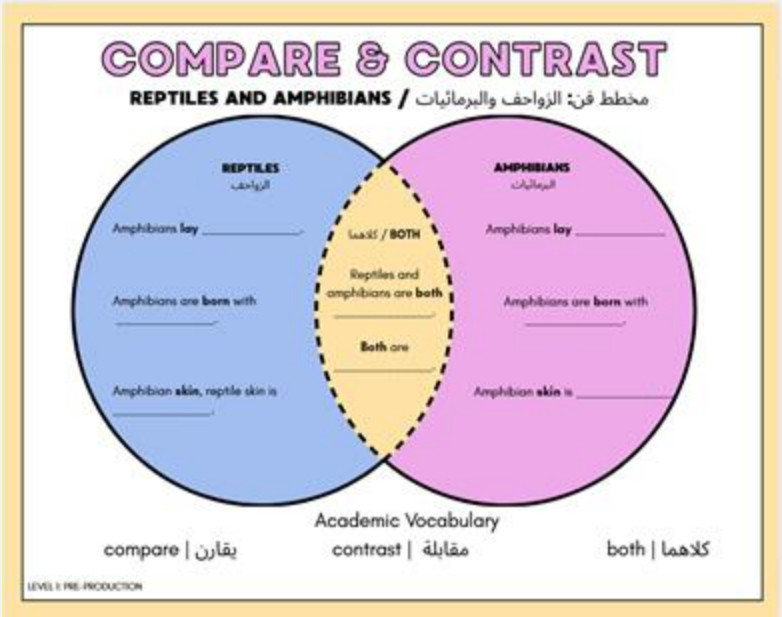
Key Concepts

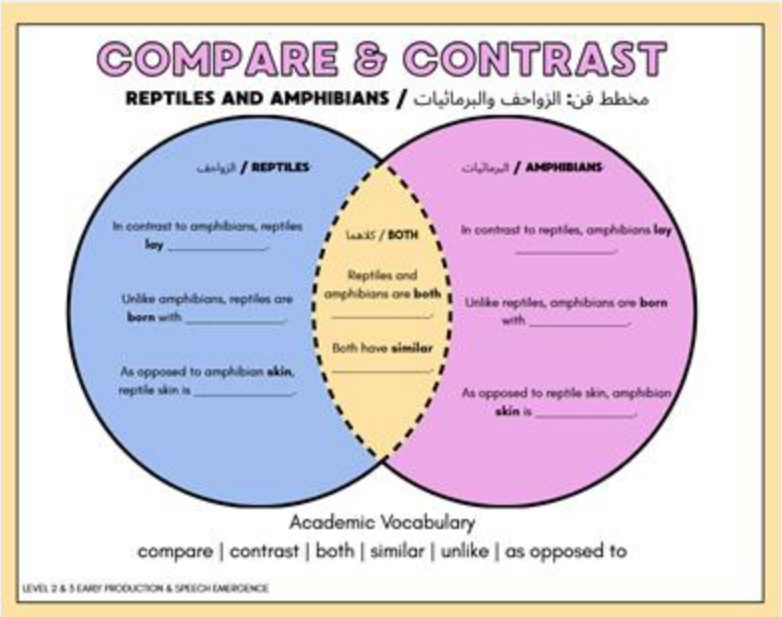


HQIM Vocabulary Words

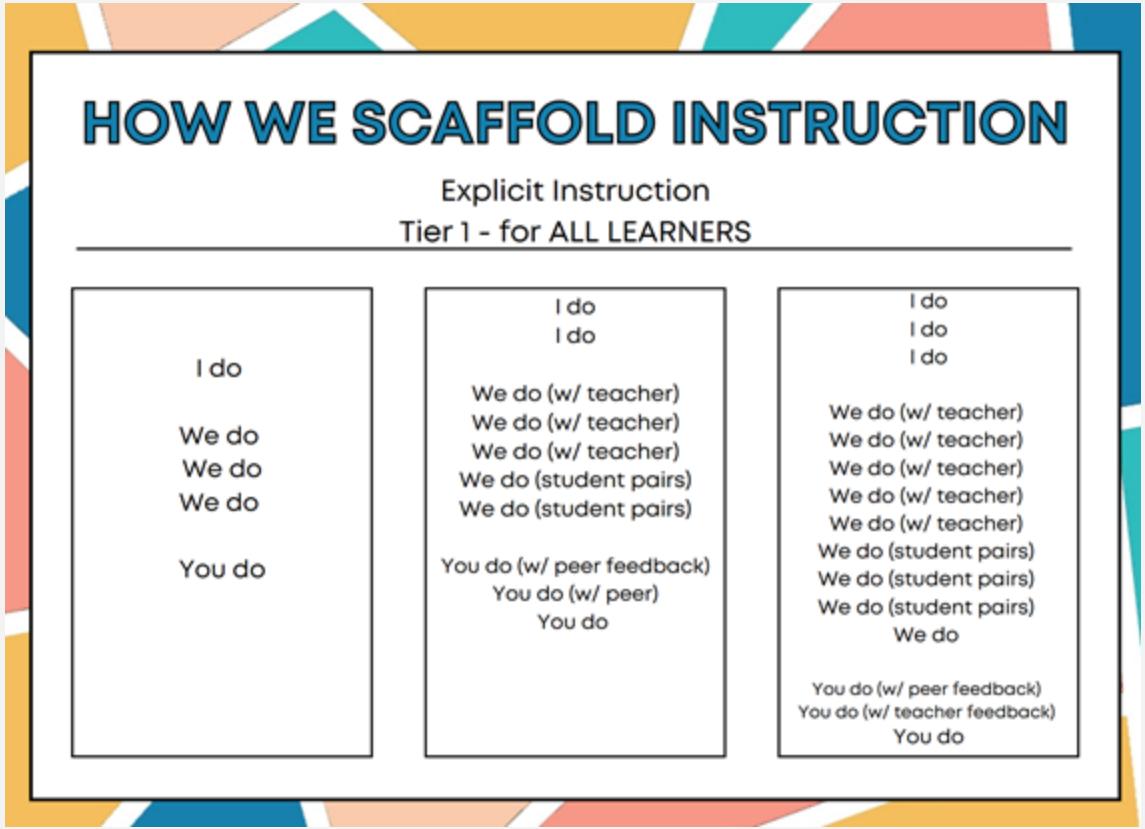
Shared with permission by Michelle Ita, First grade teacher

U: Using visuals and graphic organizers





S: Systematic and explicit instruction



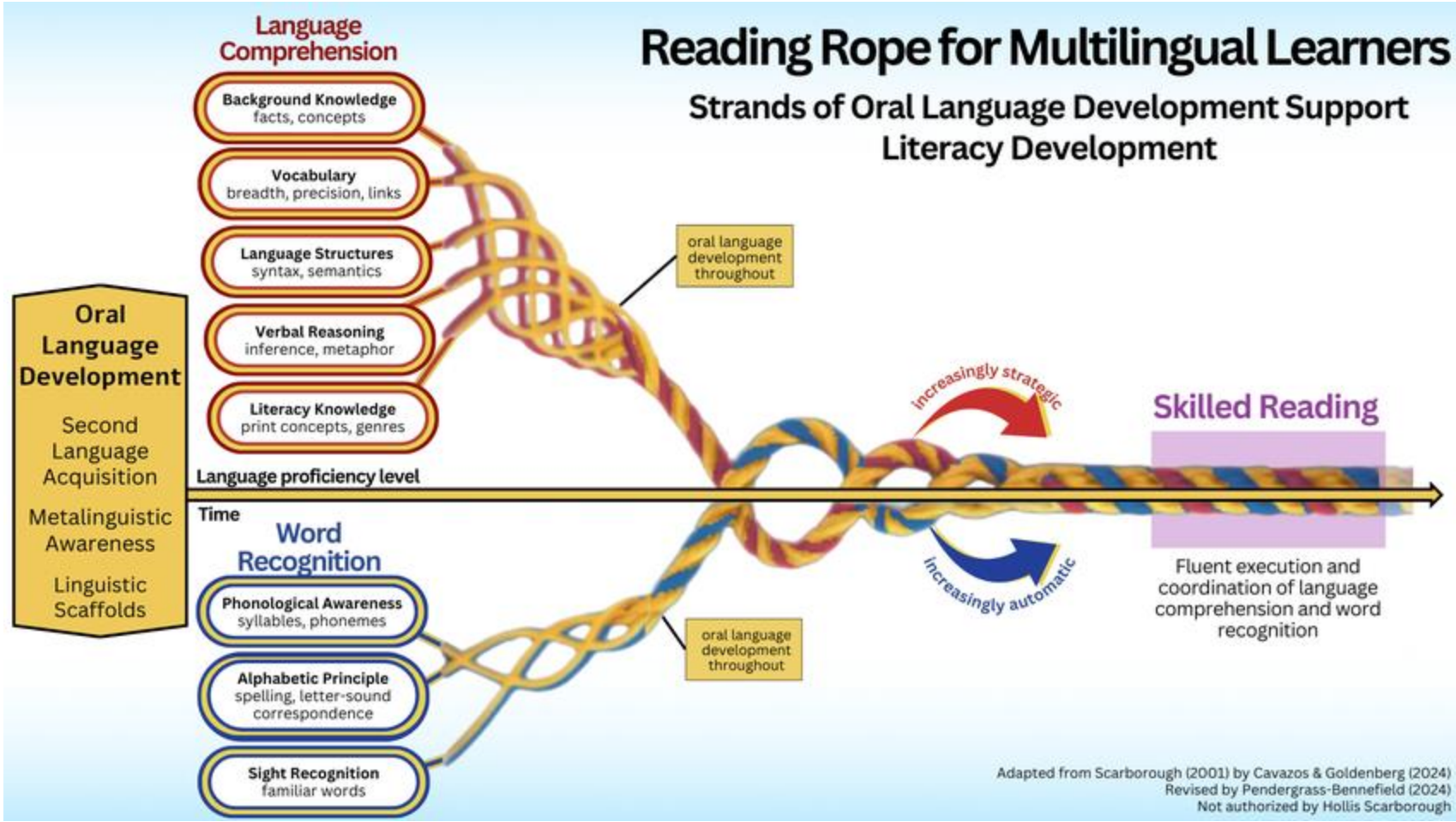
S:Strategic use of native language, culture, and teaching for transfer

WR × LC = RC

- Identify similarities and differences in characters used in encoding
- Identify similarities and differences in sounds produced by characters
- Knowledge of “code” develops more quickly than LC

- Pictures with L1 & L2 words
- Translation
- Cognates
- Bi-lingual books
- Audiobooks/Videos in L1 & L2
- Concept scaffolds
- Create awareness of idioms/figurative speech, syntax

Adapted from **Gough and Tunmer, 1986

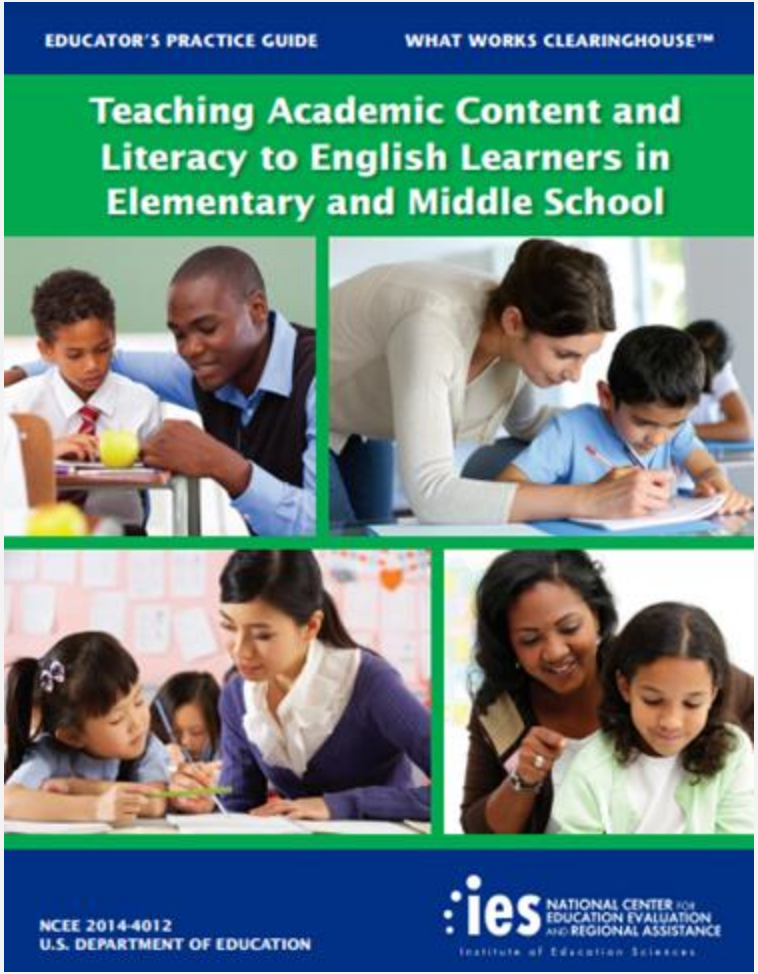

Reading Rope for Multilingual Learners
Strands of Oral Language Development Support Literacy Development
Language Comprehension
Background Knowledge
facts, concepts
Vocabulary
breadth, precision, links
Language Structures
syntax, semantics
Verbal Reasoning
inference, metaphor
Literacy Knowledge
print concepts, genres
Oral Language Development
Second Language Acquisition
Metalinguistic Awareness
Linguistic Scaffolds
oral language development throughout
increasingly strategic
Skilled Reading
Language proficiency level
Time
increasingly automatic
Fluent execution and coordination of language comprehension and word recognition
Word Recognition
Phonological Awareness
syllables, phonemes
Alphabetic Principle
spelling, letter-sound correspondence
Sight Recognition
familiar words
oral language development throughout
Adapted from Scarborough (2001) by Cavazos & Goldenberg (2024)
Revised by Pendergrass-Bennefield (2024)
Not authorized by Hollis Scarborough

Recommendation 1: *Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.*

Recommendation 2: *Integrate oral and written English language instruction into content-area teaching.*

Recommendation 3: *Provide regular, structured opportunities to develop written language skills.*

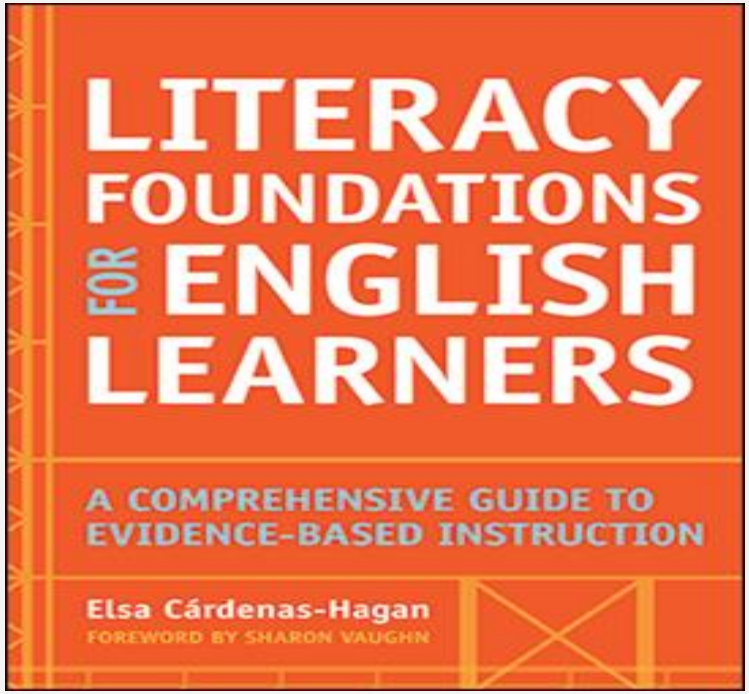
Recommendation 4: *Provide small-group instructional intervention to students struggling in areas of literacy and English language development.*

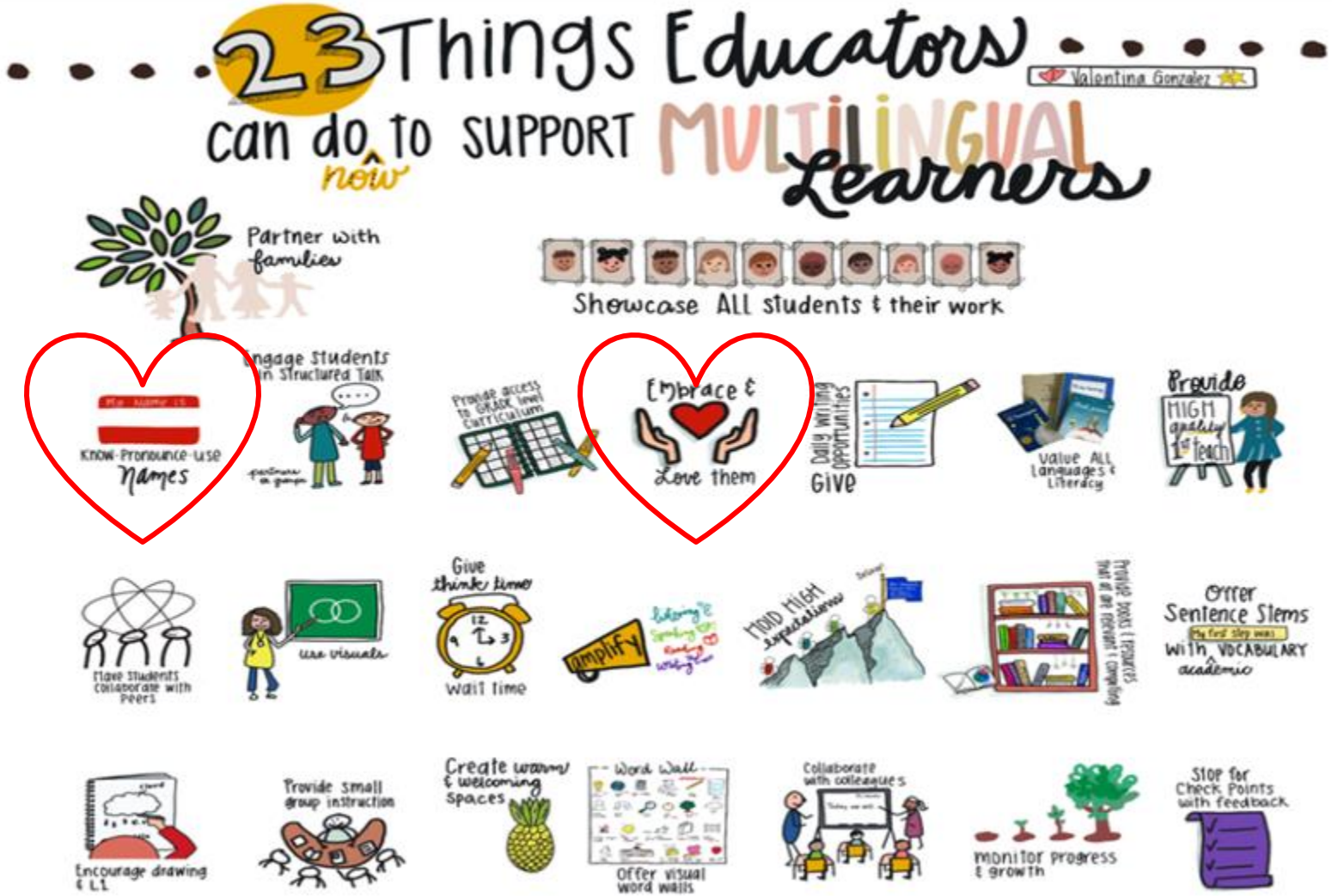


Resources to consider

Differentiating for English and Multilingual Learners – shopnabe

⭐ Book Recommendation ⭐





Click here for more about this.

Click here for another resource.

Resources

Translation App
For Families/Teachers

talkingpoints

Translation Apps-
written, oral & text

Google Translate

Microsoft Translate

Podcast

Resource Padlet

https://padlet.com/kemperjulie/multilingual-learners-30rikiovue1orxxz

Q & A

We appreciate your time and attention today. Your engagement and dedication make a difference!

If you have any questions or would like to continue the conversation, feel free to reach out.

Safe travels, and thank you for all that you do!