

ADDITIONAL INFORMATION

HELPFUL WEBSITES

ERIC Clearinghouse on Reading, English and Communication
<http://eric.ed.gov>

The Florida Center for Reading Research (FCRR)
www.fcrr.org

Just Read, Florida!
www.justreadflorida.com

National Association for the Education of Young Children
www.naeyc.org

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs
www.ncela.gwu.edu

Education World
The Partnership for Reading
<http://www.educationworld.com>

Some of these websites have resources in languages other than English.

Contact your child's school for specific information about your child's progress in reading and instructional plans to help improve his or her skills.

For additional copies of this pamphlet, contact:

Bilingual/ESOL Department
754-321-2951

ORAL LANGUAGE

WHAT IS IT?

Oral language involves listening and speaking skills including the ability to communicate and comprehend.

WHAT CAN PARENTS DO TO HELP?

- Talk with your child and encourage your child to talk with you.
- When your child speaks to you, show him or her you are really listening.
- Tell stories to your child and ask your child to retell them to you in his or her own words.
- Encourage your child to tell you about daily experiences.
- Expand on what your child says by adding information and specific details.
- Encourage your child to communicate and socialize with others.
- Play word games involving synonyms and antonyms with your child. For example, ask your child to tell you the opposite of "hot" or another word for "hot."
- Ask your child specific questions beginning with "who," "what," "when," "where," "how," and "why" during everyday conversations.
- Teach your child to sequence events by talking about what comes first, second and third.

PHONEMIC AWARENESS

WHAT IS IT?

Phonemic awareness is the ability to hear, recognize and work with the individual sounds of spoken words. It is the understanding that the sounds that we hear make up words. When ELL students understand that their native language can be broken down into sounds, it will be easier for them to transfer this knowledge into English. However, there are sounds that will not be the same in the second language.

WHAT CAN PARENTS DO TO HELP?

- Teach your child to use his or her background knowledge or what he or she already knows in order to make sense of what is being read.
- Discuss the title of a book in advance to help your child anticipate what the story will be about.
- Have your child repeat words and actions demonstrated in a story.
- Ask your child to make predictions of how a story will end or to provide an alternate ending.



- Encourage your child to ask questions about what he or she is reading.
- Ask the following questions to ensure that your child understood the story: who, what, when, where, how and why?
- Have your child summarize what was read in his or her own words.
- Encourage your child to make mental pictures or visualize what is being read.
- Show your child how to get clues from pictures and words to make sense of what he or she is reading.
- Have your child read a variety of books and materials, including fiction and non-fiction.



COMPREHENSION

WHAT IS IT?

Comprehension is the ultimate goal in learning how to read. To comprehend is to make sense and understand the material that is being read. Phonemic awareness, phonics, fluency and vocabulary are all needed for good reading comprehension.

WHAT CAN PARENTS DO TO HELP?

- Talk to your child as often as possible so that he or she is exposed to language sounds.
- Read stories to your child.
- Sing songs to and with your child such as the alphabet song.
- Read or recite nursery rhymes and poems to your child.
- Read books that have rhyming words with your child.
- Play different sound and rhyming games with your child.
- Ask your child to say a word that rhymes with your word. For example, if you say “cat,” encourage your child to say “bat,” “mat,” or “hat.”
- Show your child a picture and then say the word for that picture without the initial sound. For example, show your child a picture of a book and then say the word for book without the /b/ sound. Ask what sound is missing. Do the same with ending sounds.
- Say a word in parts. For example, say the individual sounds in “dog” /d/ /o/ /g/. Ask your child to tell you what word you are sounding out.
- Say a sentence and clap once for each word. Count the number of words clapped.
- Say a word and clap once for each syllable. Count the number of syllables clapped.
- Say “Something in this room begins with the /m/ sound. Can you tell me what it is?” Do the same with other beginning and ending sounds.

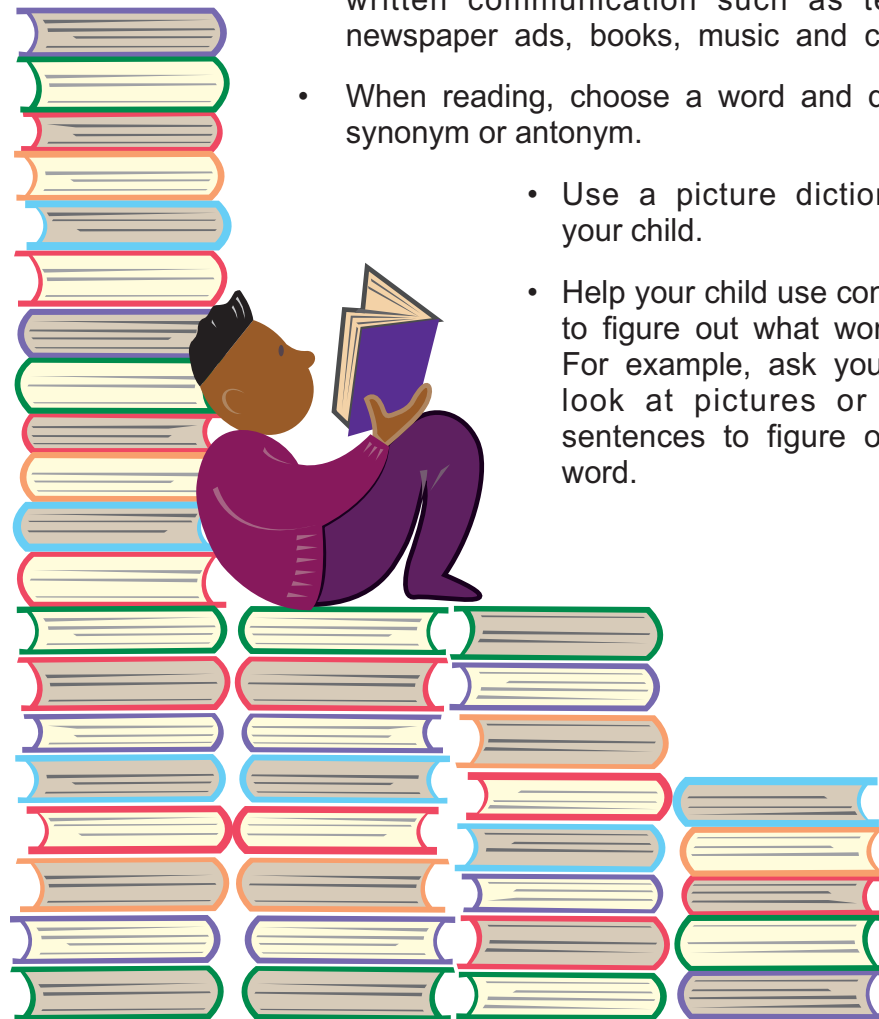
PHONICS

WHAT IS IT?

Phonics is the relationship between the letters and their corresponding sounds. With ELL students it is important to note that letters may have different sounds in different languages. Knowing the letter sounds helps children learn to read and write.

WHAT CAN PARENTS DO TO HELP?

- Explain the meaning of unknown words to your child.
- Relate new vocabulary words to words and concepts your child already knows.
- Emphasize new vocabulary words by using them frequently and pointing them out in print.
 - Expose your child to various forms of oral and written communication such as television, newspaper ads, books, music and computers.
 - When reading, choose a word and discuss its synonym or antonym.
 - Use a picture dictionary with your child.
 - Help your child use context clues to figure out what words mean. For example, ask your child to look at pictures or previous sentences to figure out a new word.





VOCABULARY DEVELOPMENT

WHAT IS IT?

Vocabulary is knowing the meaning of words in order to understand oral and written communication. ELL students with good vocabulary skills in their first language can use this knowledge to help them acquire vocabulary in English.

WHAT CAN PARENTS DO TO HELP?

- Teach your child about the functions of print by reading signs, recipes, books, and magazines out loud.
- Help your child learn the letters of the alphabet.
- Print individual letters of the alphabet on index cards. Use these cards to help your child practice learning and recognizing the letters.
- Point out letters of the alphabet in the environment.
- Use different materials such as sand and play dough to practice recognizing and writing letters.
- Point out letter-sound and letter-symbol relationships your child is learning on labels, cereal boxes, magazines, signs and logos in the environment.
- Children with a primary language other than English may need to learn additional vowel or consonant sounds for English reading. Discuss this with your child's teacher.
- As you are reading a book title aloud, have your child point to each word.
- Help your child understand that the order of letters in a written word represents the order of sounds in a spoken word. Read easy books that contain words with the letter-sound relationships your child is learning.
- Write a word on paper and cut the letters apart. Mix the letters and have your child spell the word by putting the letters together.
- Ask your child's teacher how you can help your child learn to sound out words.
- Choose a letter sound such as /d/. Have your child put common objects or pictures of objects beginning with that sound in a basket, such as dolls, donuts and dollars.

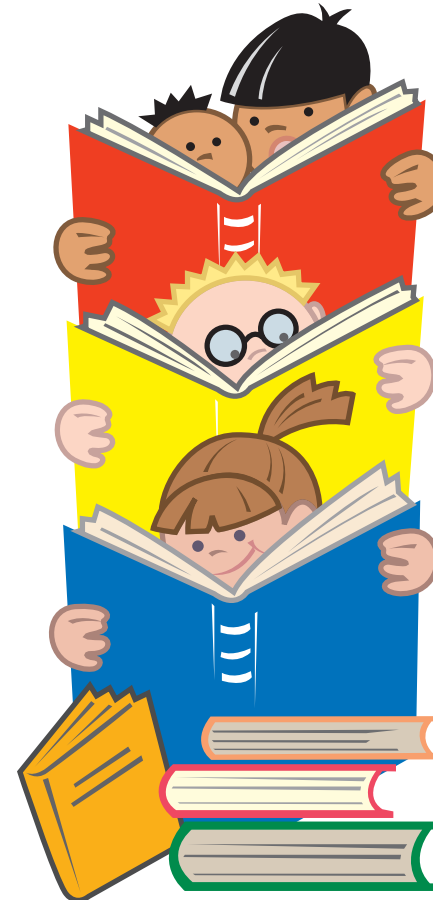
FLUENCY

WHAT IS IT?

Fluency is the ability to read text with speed and accuracy. Fluency helps readers understand the meaning of what they read. Fluent readers read with ease and appropriate expression, and do not have to spend time sounding out words.

WHAT CAN PARENTS DO TO HELP?

- Read poems, rhymes, stories and texts with predictable patterns aloud to your child on a regular basis. Read the same selections over and over while your child listens.
- Check out books from the school or public library at your child's independent reading level for your child to read at home. Books may be available in different languages. Find out from the teacher what your child's independent reading level is. Ask the teacher for help in recommending reading materials.
- Have your child start with short readings and progress to longer selections as he or she meets with success in reading fluently.



- Listen to your child read a favorite selection over and over to encourage speed and accuracy.
- Pair your child with someone who can read a selection fluently at your child's independent reading level. Have your child re-read the same selection aloud. Repeat this process several times.
- Take your child to the library for story time and participation in group read-alouds.
- Encourage your child to check out books on tape from the library and have him or her follow along in the text as he or she listens to them.
- Ask your child's teacher for a list of high-frequency words and have your child learn them.

HELPING ENGLISH LANGUAGE LEARNERS (ELL) DEVELOP READING SKILLS:

RECOMMENDATIONS FOR PARENTS

Reading is critical to success in school. Development of the skills needed to read starts even before a child begins school. Through spoken language at home, children learn sounds and how they go together to make words. English Language Learner (ELL) students face the additional challenge of learning to read in a second language that they may not fully understand or speak.

Parents can actively participate in helping their children improve their reading skills. Research has identified five main areas of instruction that are essential to success in reading in English. These areas are phonemic awareness, phonics, fluency, vocabulary and comprehension. Oral language lays the foundation for learning how to read and plays a key role in the development of these five areas. Oral language is particularly important in the development of reading skills in second language learners. It is easier to transfer and acquire skills in a second language if these skills are already developed in a first language.

Descriptions of important areas of reading instruction as well as specific recommendations for what parents can do to help appear in the sections to follow. Parents are encouraged to implement these suggestions in their language of choice.



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