

INTERACTIVE READ-ALLOUD

WHAT?

- interactive read-aloud on grade-level (4-5) and culturally relevant
- includes comprehension and discussion questions and key vocabulary



WHEN?

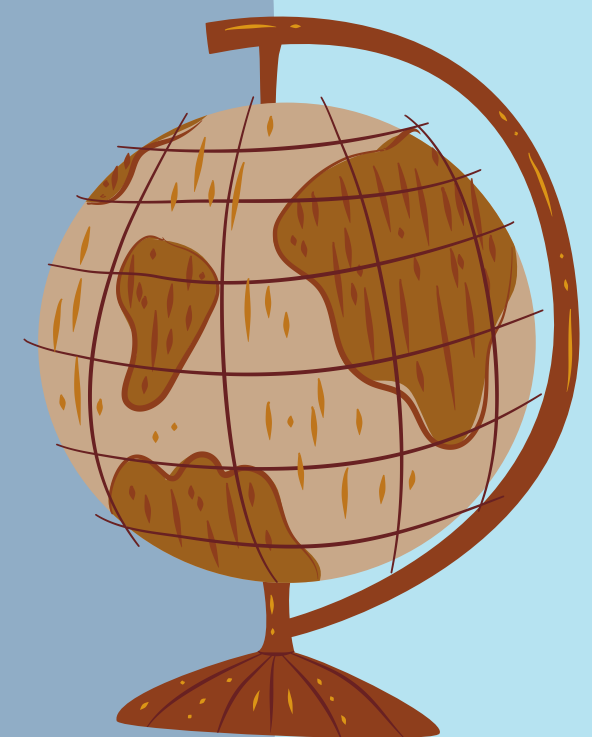
daily

WHO?

whole class

WHY READ-ALLOUDS?

- teacher read-alouds give less fluent readers access to concepts and language of a grade-level text
- culturally relevant texts foster a positive multilingual and multicultural identity as they see themselves in the texts they read



TIPS FROM THE FIELD:

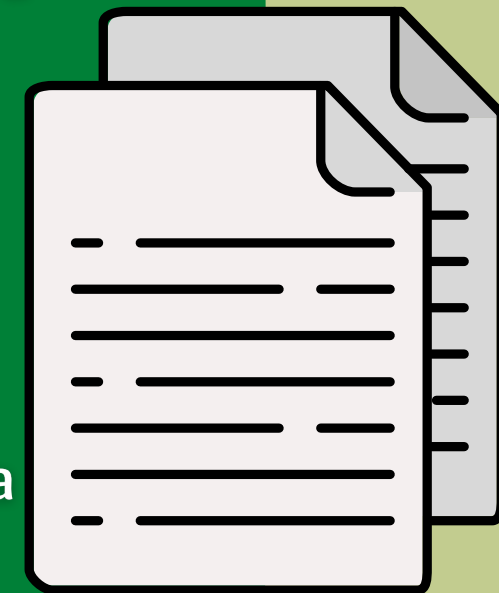
- check PowerPoints for photos of images related to the texts (they will help students to visualize what's happening)
- there are several comprehension and discussion questions for each day's interactive read-aloud but you should choose which questions might be most helpful for your students



FLUENCY

WHAT?

- weekly passages on topics that provide background knowledge relevant to the text
- passages are written at four different levels and are meant to be read in pairs, where a less fluent reader is paired with a more fluent reader
- passages are read two days in a row for students to note their improvement each passage includes a comprehension question on Day 1 and a discussion question on Day 2



WHEN?
twice a week
(Days 1 and 2)

WHO?
partners

WHY FLUENCY?

- students gain background knowledge relevant to a text, enabling them to better comprehend the text
- helping students to read more fluently allows them to have more cognitive space to make meaning about a text (the more fluent a reader is, the better able they're able to read without interruptions)



TIPS FROM THE FIELD:

- over time, be sure to challenge students to try the next level passage
- partners who have different passages is a benefit because the students will learn background information from their fellow reading partner
- make sure students know that they should finish the fluency passage after the timer goes off (instead of skipping to the questions)



DIVING INTO LANGUAGE

WHAT?

- analysis of short text selection from the text
- first unit focuses on specific language features (prefixes, sentence structures, connectives) and second unit focuses on translation



WHEN?

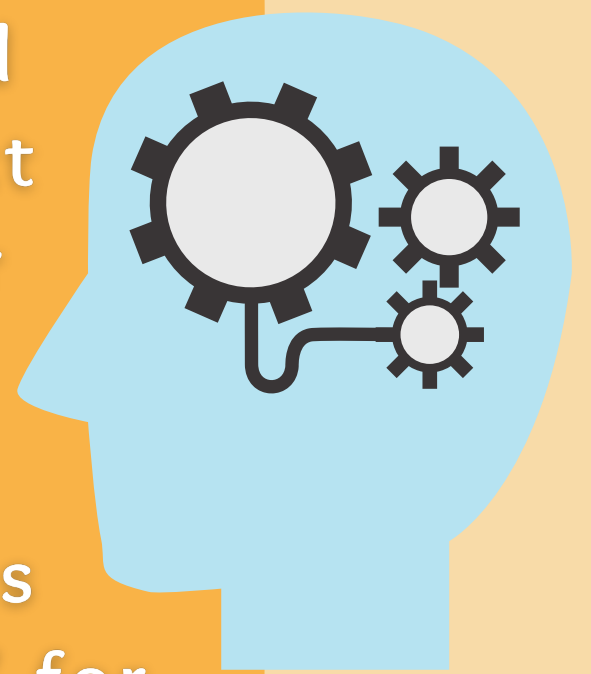
twice a week
(Days 3 and 4)

WHO?

partners, small groups,
& whole class

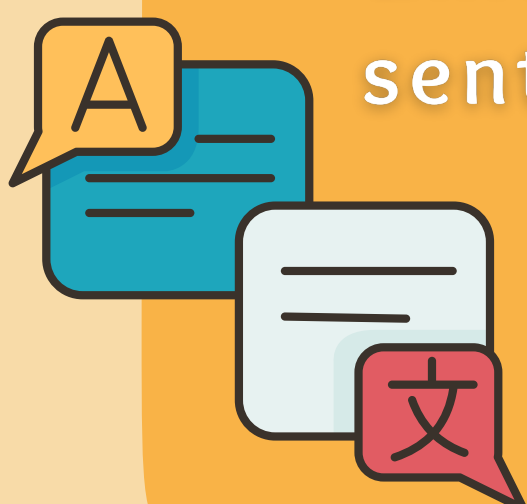
WHY DIVING INTO LANGUAGE?

- helps students develop metalinguistic skills that develop text comprehension skills and deepen students' understanding of the text
- students are encouraged to use all of their language resources, which supports their multilingual identities and helps them regard their language knowledge and skills as positive assets (see "Translanguaging" for more details)



TIPS FROM THE FIELD:

- the steps for this component change in Unit 2, where students are translating sentences into their own languages



EXTENDING AND APPLYING LEARNING

WHAT?

- activities designed as student choice work that extend and apply language and skills through multimodal activities
- include activities that build vocabulary, design comics to extend book discussion, and several others



WHEN?

twice a week
(Days 2 and 4)

WHO?

individuals
and partners

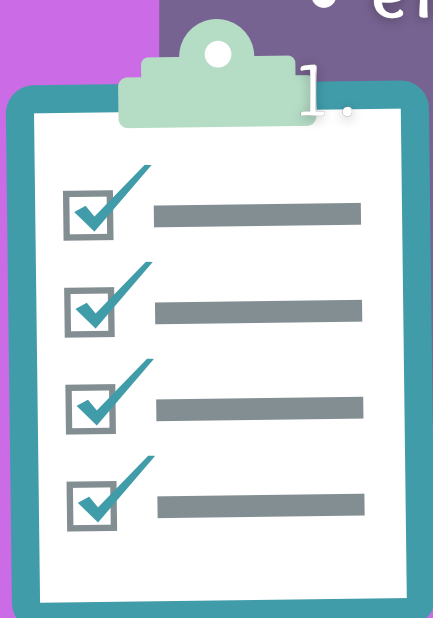
WHY EXTENDING AND APPLYING LEARNING

- students need additional opportunities to cement knowledge of language, skills, and content learned in each lesson
- offering students the opportunity to choose which activities they engage in supports their agency as learners



TIPS FROM THE FIELD:

- once students understand how to engage in each type of activity, allow them to choose which activity they'll complete that day
- encourage students to choose a variety of activities



TRANSLANGUAGING: PRACTICE AND PEDAGOGY

WHAT?

- the language practices of multilingual people AND teaching approaches that honor and build on multilingual students' languages



WHEN?

- transanguaging practices occur any time that multilingual people work together to make meaning
- a transanguaging pedagogy occurs when teachers engage in a transanguaging stance to design a space that leverages students' transanguaging practices (García et al., 2017)

WHO?

- anyone who communicates with different audiences engages in transanguaging (though we usually think about people who are traditionally bi-or multilingual as engaging in transanguaging) and teachers who have a transanguaging stance, or are supportive of their students' multilingualism



WHY TRANSLANGUAGING?

- multilingual people have large language repertoires from which to choose language features, without strict boundaries between their languages as they make meaning
- teachers who engage in transanguaging pedagogies want to honor their students' language resources and support their learning

