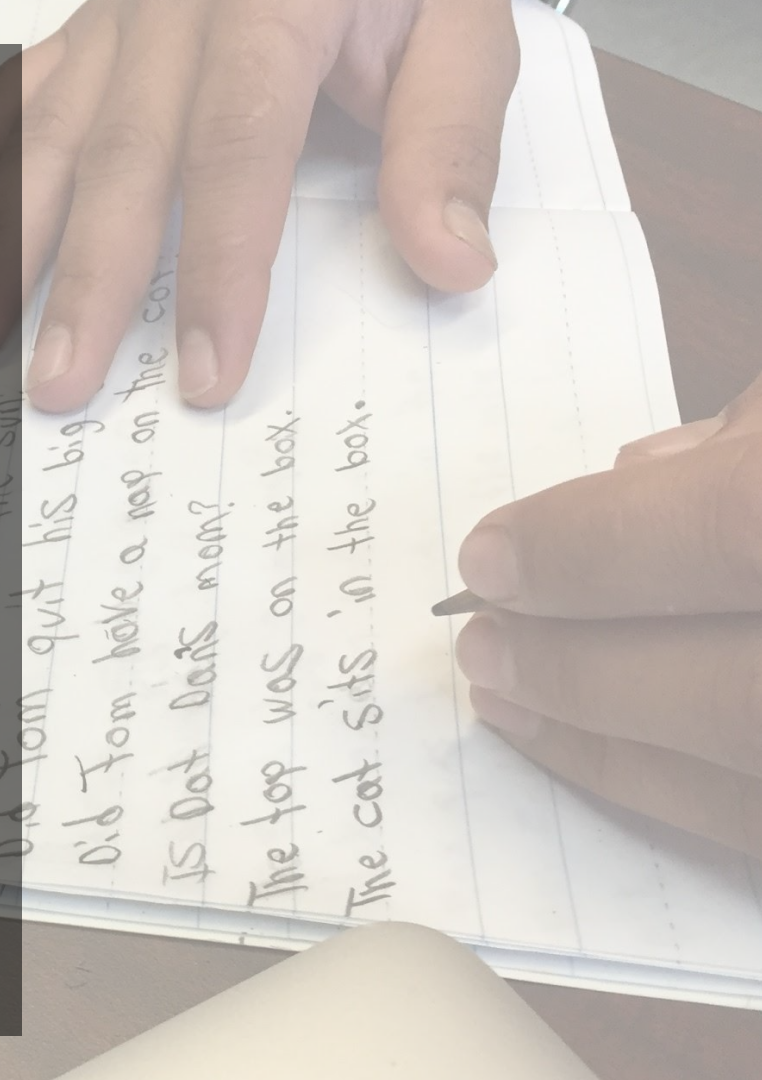


# SUPPORTING SLIFE USING FOUNDATIONAL SKILLS IN NATIVE LANGUAGE AND ENGLISH

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# ABOUT US



- MA from Hunter College in Special Education + Second Language Acquisition
- 8 years teaching ELA
- Special Education Coordinator
- 5 years teaching multilinguals
- 3 years to SLIFE
- Creator of specialized ELA curriculum for SLIFE
- Founder of Multilinguals Forward



- MA from Columbia in International Education Development
- Taught 4th grade in Honduras
- 5 years teaching Spanish literacy to SLIFE
- 3 years as SLIFE curriculum designer
- Currently Senior Instructional Designer for ELLs at Houghton Mifflin Harcourt



# SPANISH READING FLUENCY DATA

Spanish Oral Reading Fluency Ranges: All Students Assessed



# SPANISH WRITING DEVELOPMENT

3/19/2016

la USA Honduras es un país.

1/12/2016

¿Qué quieres ser cuando seas grande?

Quiero ser graduado

El problema más grande de Honduras es la corrupción.

Ms. Sarah

# READING AND WRITING FUNDAMENTALS

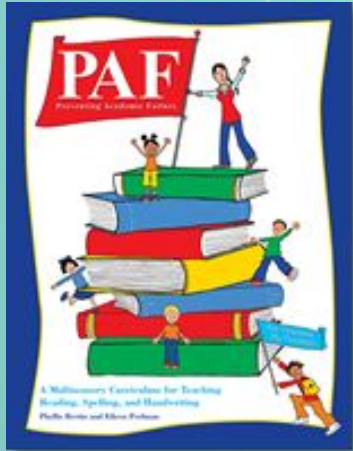
The background of the slide shows two young students sitting at a desk, focused on writing. The student on the left is wearing glasses and a blue and white striped shirt, holding a green pen. The student on the right is wearing a grey hoodie and is also writing with a pen. They are both looking down at papers on the desk. The image is slightly blurred to make the text overlay more prominent.

“Yes, there is a science to how people read. For the past several decades, in labs and classrooms all over the world, scientists have been studying how skilled reading works, what children need to learn to become skilled readers, and what’s going on when students struggle. Reading is probably the most studied aspect of human learning.”

–Emily Hanford, *There is a Right Way to Teach Reading, and Mississippi Knows It*, 2019



# PREVENTING ACADEMIC FAILURE: P.A.F



- Research based, scientifically proven curriculum
- Integrated reading, writing, speaking
- Step by step skill progression → minimal frustration
- Letter sounds, reading, spelling, fluency, accuracy, comprehension



# PAF ASSESSMENTS



Name \_\_\_\_\_ Date \_\_\_\_\_

## PAF Alphabet Test (Reading) Examiner Copy

This test must be administered individually. Give the student a copy of the *PAF Alphabet Test* and a large index card to help keep her place. Have him read across the page. On this copy of the test, circle any sounds of words read incorrectly and record their incorrect response. All items not attempted within five seconds are considered incorrect and the student is encouraged to read the next item.

### Student reads isolated sounds

Ask the student for the sound of each of the letters or letter combinations. If the student names the letter, ask if she knows the sound that the letter makes. If a student gives the soft sound for *c* (/s/) or *g* (/j/), ask her if she knows another sound for the letter.

c	a	t	d	g	s	f
m	p	l	h	n	j	b
r	v	y	i	w	-x	k
z	u	qu	o	e		

## PAF Test of Single Word Reading\* Examiner Copy



Student Name \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Examiner \_\_\_\_\_

1. Short Vowels in CVC Words Through Level 55					2. Short Vowels with Digraphs & Blends Through Level 129				
lap	win	dug	pot	fed	song	soft	swing	drank	blond
had	zip	bun	log	yet	tusk	raft	spend	twist	trunk
wax	kit	tub	job	beg	self	fifth	fresh	quilt	branch
yat	vix	sut	gop	jep	hink	fust	crand	glomp	smest
Words Recognized +	Words Decoded +	Total Words Read Correctly x 5 =	% of Words Read Correctly**		Words Recognized +	Words Decoded +	Total Words Read Correctly x 5 =	% of Words Read Correctly**	
3. One Syllable Root Words with Suffixes Through Level 129					4. Two Syllable Root Words - VCCV/VCV Through Level 113				
landed	yanked	inches	quickest	buzzed	absent	even	husband	gallon	pretend
freest	spelled	thicker	swinging	thankful	happen	moment	bucket	silent	cabin
printing	brushes	endless	blinked	blender	timid	plastic	habit	helmet	student
helpless	crunched	strongest	scratched	stresful	solo	splendid	fossil	canyon	frequent
Words Recognized +	Words Decoded +	Total Words Read Correctly x 5 =	% of Words Read Correctly**		Words Recognized +	Words Decoded +	Total Words Read Correctly x 5 =	% of Words Read Correctly**	

\* The PAF Test of Single Word Reading is part of the *Presenting Academic Failure* program by Phyllis Bertin and Eileen Perlman.

\*\* Enter this number in Table 1 on the Summary Sheet.

©2019PAFprogram.com

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## PAF Alphabet Test (Spelling) Examiner Copy

Can be administered individually or to a group

### Dictate the sounds of the alphabet

Give each student a copy of the *PAF Alphabet Test*. Dictate the sounds of the alphabet in the order listed below. *Write the letter that says /d/*. Do not say the key words. They are only listed to facilitate the correct pronunciation.

Avoid adding the vowel sound /u/ to consonants, say /d/ not /duh/. Have students put a dash in the box if they do not know the answer.

1. <b>a</b> (as in <i>apple</i> )	2. <b>t</b> (as in <i>tiger</i> )	3. <b>d</b> (as in <i>dog</i> )	4. <b>g</b> (as in <i>gate</i> )	5. <b>s</b> (as in <i>sun</i> )	6. <b>f</b> (as in <i>fish</i> )
7. <b>m</b> (as in <i>moon</i> )	8. <b>l</b> (as in <i>lion</i> )	9. <b>h</b> (as in <i>house</i> )	10. <b>p</b> (as in <i>pumpkin</i> )	11. <b>n</b> (as in <i>nest</i> )	12. <b>j</b> (as in <i>jet</i> )
13. <b>b</b> (as in <i>boat</i> )	14. <b>r</b> (as in <i>robot</i> )	15. <b>v</b> (as in <i>valentine</i> )	16. <b>y</b> (as in <i>yarn</i> )	17. <b>i</b> (as in <i>igloo</i> )	18. <b>w</b> (as in <i>web</i> )
19. <b>x /ks/</b> (as in <i>box</i> )	20. <b>z</b> (as in <i>zebra</i> )	21. <b>u</b> (as in <i>umbrella</i> )	22. <b>qu /kw/</b> (as in <i>quilt</i> )	23. <b>o</b> (as in <i>octopus</i> )	24. <b>e</b> (as in <i>elephant</i> )
25. <b>c</b> <b>k</b>			For box 25, ask students to write two ways to spell /k/ (c, k). The answers can be in either order.		

# TEACHING THE BASICS

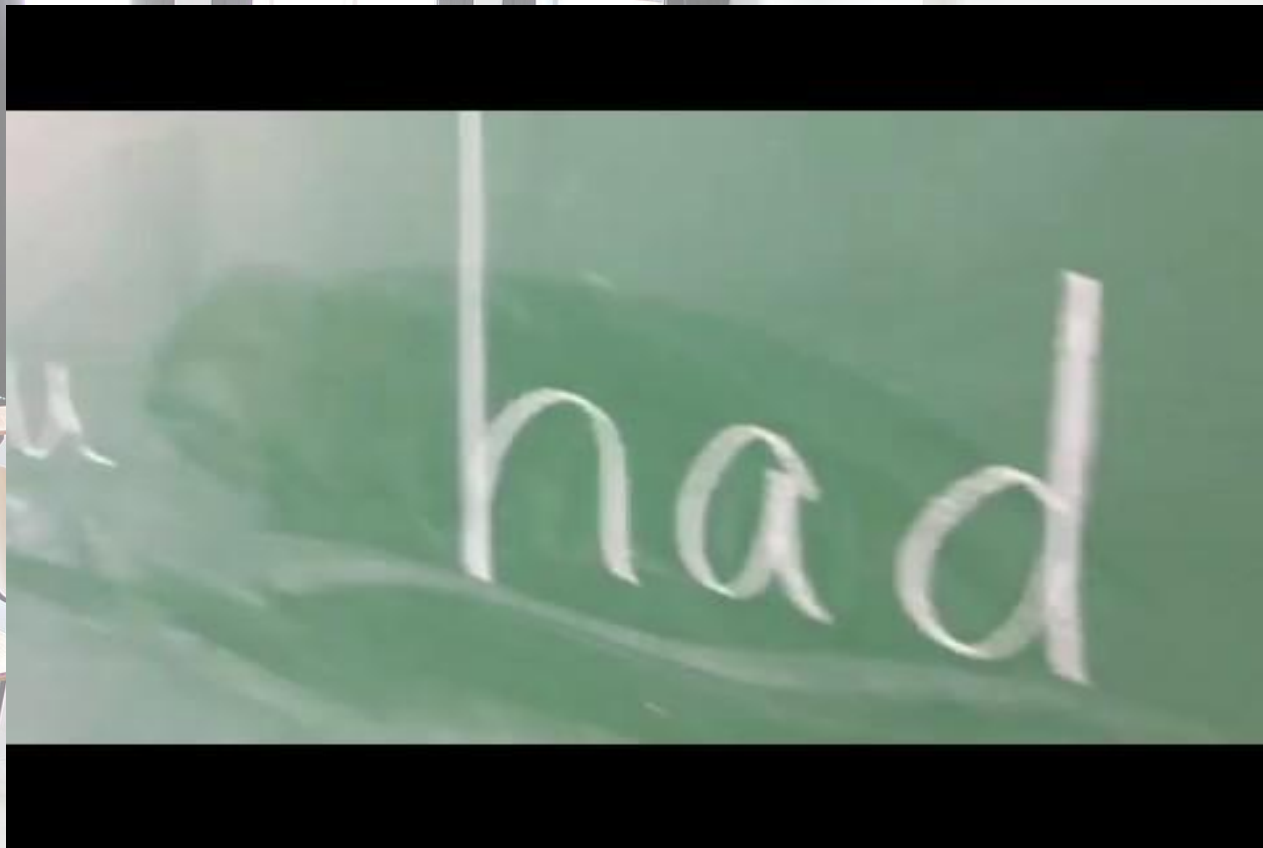




# TEACHING THE BASICS



# TEACHING THE BASICS





## Dot



Dot is Dan and Jan's mom.



Dot said, "I have to have a lot of suds



for the van.



I got dots of mud on it."



Dot got lots of suds for the van.



She got rid of the mud with lots of hot



suds.

## Mud on a Pup



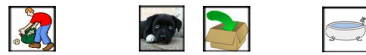
Gus got a tub for Pam's pup.



"Pam," he said, "You cannot let your pup run in



the mud.



Get your pup into the tub.



Get him wet and rub suds on him."



Pam gets her pup into the tub. She wets him



and  rubs him.



"Is your pup wet yet?" said Gus.

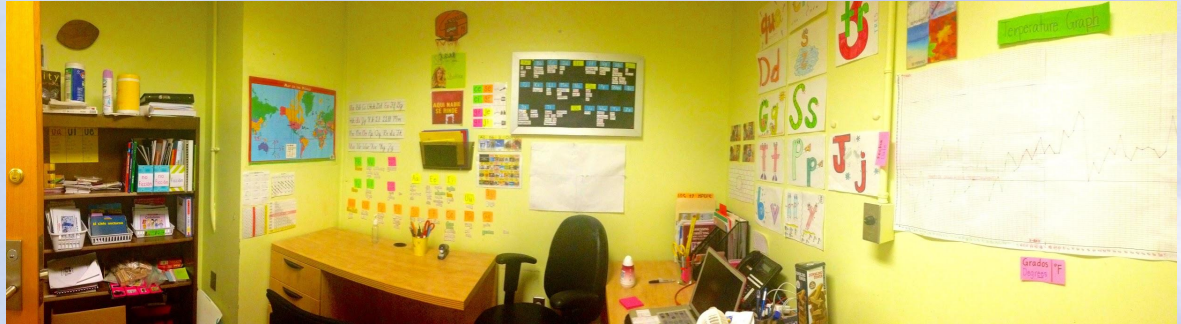
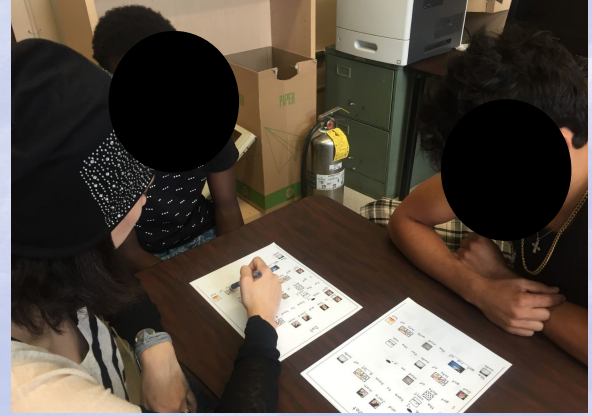


"He is a wet pet," said Pam.



"He is not a bad pet."

# LEARNING ENVIRONMENTS





# ENGLISH + SPANISH



# CONTINUED ENGLISH DEVELOPMENT

10/08/2016

Indirect Characterization	Character Trait
MS. Sarah le prestó unos libros <sup>books</sup> and <sup>the</sup> [REDACTED] cuida <sup>the</sup> los books libros.	responsible
[REDACTED] siempre says the verda.	<del>original</del> sincere
MS. Only ada mirando the Studes que si finish the homework.	curious
MS. Only olways Walk the classroom and runing.	active



# CONTINUED ENGLISH DEVELOPMENT

7/13/2016

7/13/16  
r goats

Cats... hats... maps... caps.

I had ten hats.

A man had maps.

A dog had cats.

I had hats and caps.

Jam has had man. but not  
don cat is fat

The end I had the Jam.

The cats can

can eat Jan the the fags.  
and

10/08/2016

Indirect Characterization	Character Trait
MS. Sarah le prestó unos libros <sup>books</sup> and <sup>the</sup> cuido los <sup>books</sup> libros.	responsible
<del>the</del> siegre says the vesda.	<del>original</del> sincere
MS. Only ada mirando the Studies que si Finish the homework.	curious
MS. Only always walk the classroom and runing.	active

03/07/2017

Young love influences the decisions and identities of characters in Romeo and Juliet. Young love influences the decisions of Romeo. For example, Romeo goes to the party. Another example is Romeo kisses Juliet on the balcony.

Young love influences the decisions Romeo. For example Romeo goes to the party. In Act 1, Scene 14, Romeo says, "I have a bad feeling about this party. I am afraid it will be the start of something that will end in my own death." This means that Romeo feels not sure that go to the party. This is important because shows the love is strong and influences Romeo because he go to the party.

Young love also influences the decisions of Romeo. For example Romeo kisses Juliet on the balcony. On page 9 Romeo I am saying go you to kiss me. This means that Romeo esta rogando que Juliet la kiss. This is important because eso no es bueno porque no se quedo enamorarse de una

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[www.tinyurl.com/sarah-digby-book](http://www.tinyurl.com/sarah-digby-book)

