

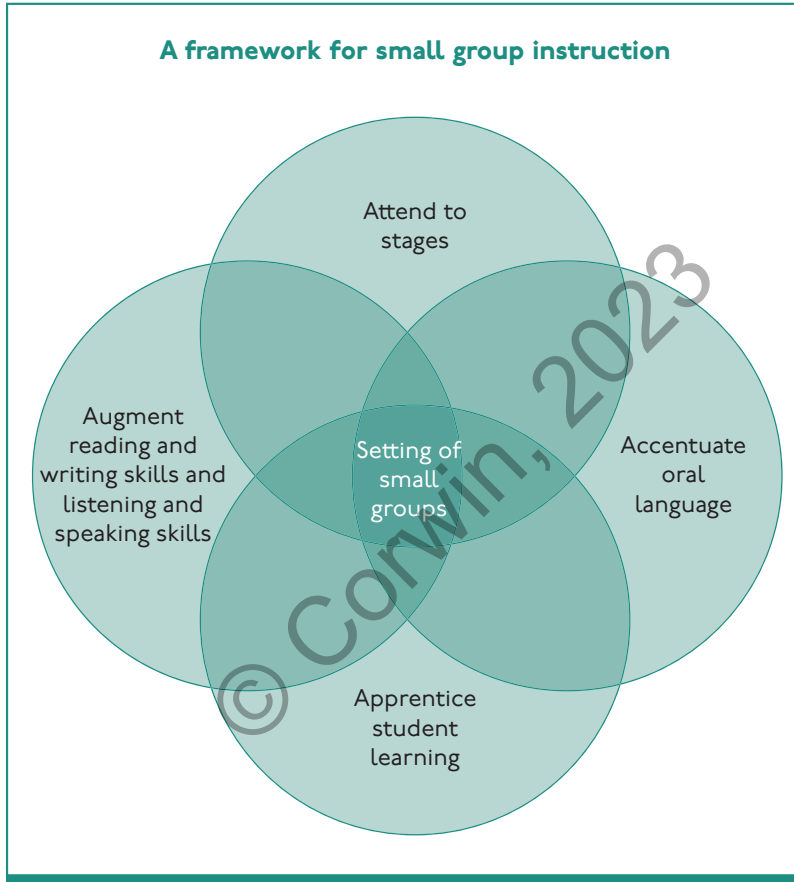
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Please enjoy this complimentary excerpt from *Small Group Reading With Multilingual Learners*.

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Four Components for Teaching Multilingual Learners in Small Group Reading Lessons



THE FOUR COMPONENTS

Components	Research Support	Why It Matters
Attend to stages	<p>Researchers have defined these stages of language development:</p> <ul style="list-style-type: none"> entering beginning expanding bridging reaching 	<p>Knowing the stages of language acquisition will help you form groups, select texts, and plan lessons that teach into each student's current abilities and readiness for new learning.</p>

Components	Research Support	Why It Matters
Apprentice student learning	<p>Researchers Collins, Hawkins, and Carver contributed a helpful learning cycle as follows:</p> <ul style="list-style-type: none"> modeling coaching scaffolding articulation reflection exploration 	<p>This is a valuable lesson model. Think of it as the architecture of your 20 minutes together. For multilingual learners, the model helps teachers use most of the small group lesson to coach, scaffold, and release students to work.</p>

Components	Research Support	Why It Matters
Accentuate oral language	Researchers have added to our understanding of the critical importance of developing MLL's oral language. Students' ability to hear and speak develops before their ability to read and write; oral language provides opportunities for all learners to piece together letters and sounds and meaning. Oral language promotes fluency, a necessary skill for decoding and comprehension.	When multilingual learners come to our small group instruction, our role is to ensure that the language both in the books and as the language of conversation is understandable to every student. When students answer meaningful questions and talk with peers, it helps them understand ideas in texts and how those ideas relate to the world.

Components	Research Support	Why It Matters
Augment reading and writing skills and listening and speaking skills	A plethora of reading research supports instruction in the following skill areas: <ul style="list-style-type: none"> phonics oral language vocabulary word work comprehension writing to build reading comprehension oral language development 	As researcher John Hattie writes, "Every student deserves a great teacher, not by chance, but by design" (Hattie, 2008). To teach multilingual learners, we have a responsibility to go about teaching language and reading systematically, focusing on the five reading skill areas with deep roots in research.