Magnetic Reading Foundations Helps English Learners Read!

Start with an Asset-Based Mindset

English learners (ELs) represent a broad spectrum of learners with a wide range of backgrounds, experiences, and language and academic proficiencies. We recognize the linguistic and cultural assets ELs bring to the classroom. Ensuring they achieve academic success with rigorous, grade-level content is our priority. With explicit, systematic foundational-skills instruction, instructional routines that are straightforward and repeatable, and strategic language-specific supports that leverage home languages, *Magnetic Reading Foundations* helps ensure ELs acquire the skills they need to succeed.

Plan for Success

The program incorporates strategic scaffolds for English learners. During planning, teachers can consider the needs of ELs and how to best support foundational skills learning and first encounters with texts.

- **Strategies and Scaffolds for English Learners** on the next page lists the point-of-use supports in every lesson that help ELs develop phonological awareness, phonics, and reading.

- **Language Transfer** is a key resource for helping ELs learn the phonological and phonics skills necessary in identifying sounds and sound-spellings unique to English and those that are similar between English and home languages.

Grade 1 language transfers are listed on pages A62–A64.

Strategies and Scaffolds for English Learners

Phonological Awareness

TYPE OF SUPPORT	STRATEGIES	EXAMPLES
Identify Sound Transfers	• Sounds that transfer: children say words they know in their home language starting with that sound. • Sounds that do not transfer: provide support.	**Blend Syllables** (EL) There are no *bl-* and *cl-* consonant blend sounds in Mandarin, Vietnamese, or Arabic. Children may add a vowel sound or drop a sound. Say the sounds in isolation and in familiar words with children.
Use Visuals	• Raise fingers/hands to show sounds. • Tap on board to show sounds.	**Blend Phonemes** (EL) There are no initial *sn-* and *sw-* sounds in Spanish. Have children hold their hands apart and move their hands together as they say /ssss/. When their hands clap, they say the final sound in the blend.
Use Visuals and Aural Supports	• Use SS&A Cards to support articulation steps. • Use rubber band to show sounds stretching. • Have children use mirrors to watch how mouths move.	
Use Kinesthetics/Rhythm/Aural Supports	• Children clap/move bodies, hands, or fingers with sounds. • Children say short chants.	

Phonics

TYPE OF SUPPORT	STRATEGIES	EXAMPLES
Identify Sound-Spelling Transfers	• Sound-spelling transfers to home language: children say words that start with that letter. • Sound-spelling does not transfer to home language: provide support.	***r*-Controlled Vowel: *ar*** (EL) Help children recognize the letters in the *r*-controlled vowel. Write the letter(s) for each sound in a word in Elkonin boxes. Place the letters *ar* together in a single box.
Use Visuals	• Use Elkonin Boxes. • Underline letters in words to connect sounds to letters.	**Long *u*: *u_e*, Long *e*: *e_e*** (EL) There are no sound-spelling matches for spelling patterns *u_e* and *e_e* in Spanish, Mandarin, or Vietnamese. Have children cover their mouths after they say each word to signal the silent *e*.
Use Kinesthetics/Rhythm/Aural Supports	• Children skywrite or write the letters/words with fingers on desks. • Children say short chants that include the letters.	

Reading

TYPE OF SUPPORT	STRATEGIES	EXAMPLES
Leverage Home Language	• Have children who share a home language help each other read and connect new words to words in their home language.	**SESSION 1 Introduce** (EL) As you preview the book, pause to introduce key words in the text for each sea animal. For example, for the crab, point out the fuzz on its legs.
Use Kinesthetics	• Teacher and children act out key parts of the story.	**Read Connected Text** (EL) Explain how the hairy frogfish tricks other fish. Act out how the frogfish shakes the rod (the lure on its head). After reading, have children act out the other fish grabbing for this fake snack before the frogfish eats them.
Explain Idioms/Expressions	• Explain phrases that are key to understanding the text.	
Analyze Words	• Point out pronouns and the things/people they refer to. • Look at word parts to help with meaning.	
Use Partners	• Partners help each other decode words and understand texts.	

Language Transfers

This resource compares English sounds and sound-spellings introduced in Grade 1 to those in the top five home languages spoken by English learners in the U.S.: Spanish, Mandarin, Vietnamese, Arabic, and Haitian Creole.

The Sound Transfers and Sound-Spelling Transfers are indicated as follows:

- **Yes:** a sound or sound-spelling transfers from English to a home language (it exists in the home language)
- **Approx.:** there is an approximate transfer (there is a similar sound and/or sound-spelling match)
- **No:** does not transfer (the sound does not exist and/or there is no sound-spelling match)

If there is a transfer from English to a home language, point this out. If there is an approximate transfer or no transfer, use EL Support Strategies in the lessons.

ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE	
	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?
Short Vowels										
a *(cat)*	approx.	approx.	no	no	approx.	approx.	yes	no	yes	yes
i *(sit)*	approx.	no	approx.	no	no	no	yes	no	no	no
o *(hot)*	approx.	approx.	approx.	approx.	yes	yes	no	no	yes	no
e *(pet)*	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
u *(cut)*	approx.	no	no	no	approx.	no	yes	no	no	no
Beginning Digraphs										
sh-	no	no	no	no	approx.	no	yes	no	no	no
th- /th/ *(think)*	no (yes in Spain)	no	no	no	no	no	yes	no	no	no
th- /TH/ *(this)*	no	no	no	no	no	no	no	no	no	no
ch-	yes	yes	no	no	approx.	approx.	no	no	yes	yes
wh-	no	no	yes	no	no	no	no	no	yes	no
Ending Digraphs										
-sh	no	no	no	no	no	no	yes	no	no	no
-th	no	no	no	no	no	no	yes	no	no	no
-ck	yes	no	yes	no	yes	no	yes	no	yes	no
-ch	yes	yes	no	no	approx.	approx.	no	no	yes	no
-tch	yes	no	no	no	approx.	no	no	no	yes	no
-ng	no	no	yes	yes	yes	yes	no	no	no	no
Beginning Blends										
bl-	yes	yes	no	no	no	no	yes	no	yes	yes
cl-	yes	yes	no	no	no	no	yes	no	yes	yes
fl-	yes	yes	no	no	no	no	yes	no	yes	yes
pl-	yes	yes	no	no	no	no	no	no	yes	yes
st-	no	no	no	no	no	no	no	no	no	no
sk-	no	no	no	no	no	no	no	no	no	no
sm-	no	no	no	no	no	no	no	no	no	no
sp-	no	no	no	no	no	no	no	no	no	no

ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE	
	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?
Beginning Blends *(continued)*										
fr-	yes	yes	no	no	no	no	no	no	approx.	approx.
cr-	yes	yes	no	no	no	no	no	no	approx.	approx.
dr-	yes	yes	no	no	no	no	no	no	approx.	approx.
tr-	yes	yes	no	no	yes	yes	no	no	approx.	approx.
gr-	yes	yes	no	no	no	no	no	no	approx.	approx.
br-	yes	yes	no	no	no	no	no	no	approx.	approx.
sn-	no	no	no	no	no	no	no	no	no	no
sw-	no	no	no	no	no	no	no	no	approx.	approx.
3-Letter Beginning Blends										
scr-	no	no	no	no	no	no	no	no	no	no
spl-	no	no	no	no	no	no	no	no	no	no
str-	no	no	no	no	no	no	no	no	no	no
spr-	no	no	no	no	no	no	no	no	no	no
Ending Blends										
-st	no	no	no	no	no	no	no	no	no	no
-sk	no	no	no	no	no	no	no	no	no	no
-nd	no	no	no	no	no	no	no	no	no	no
-nt	no	no	no	no	no	no	no	no	no	no
-mp	no	no	no	no	no	no	no	no	no	no
Long Vowels										
Long *a*										
a_e *(same)*	yes	no	yes	no	approx.	no	no	no	yes	no
ai *(main)*	yes	no	yes	no	approx.	no	no	no	yes	no
ay *(say)*	yes	no	yes	no	approx.	no	no	no	yes	no
Long *o*										
o *(solo)*	yes	no	yes	no	approx.	no	no	no	approx.	no
o_e *(bone)*	yes	no	yes	no	approx.	no	no	no	approx.	no
oa *(boat)*	yes	no	yes	no	approx.	no	no	no	approx.	no
ow *(glow)*	yes	no	yes	no	approx.	no	no	no	approx.	no
Long *i*										
i *(mind)*	yes	no	approx.	no	approx.	no	yes	no	yes	no
i_e *(bike)*	yes	no	approx.	no	approx.	no	yes	no	yes	no
y *(my)*	yes	no	approx.	no	approx.	no	yes	no	yes	no
igh *(night)*	yes	no	approx.	no	approx.	no	yes	no	yes	no

Language Transfers *continued*

ENGLISH	SPANISH		MANDARIN		VIETNAMESE		ARABIC		HAITIAN CREOLE	
	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?	Sound Transfers?	Sound-Spelling Transfers?
Long *u*										
u_e *(cute)*	approx.	no	approx.	no	approx.	no	yes	no	no	no
Long *e*										
e_e *(eve)*	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
e *(me)*	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
ee *(three)*	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
ea *(bead)*	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
y *(very)*	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
ey *(key)*	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
Soft *c*, Soft *g*										
c *(ice)*	yes	yes	no	no	yes	no	yes	no	approx.	no
g *(age)*	no	no	no	no	approx.	no	yes	no	no	no
g *(edge)*	no	no	no	no	approx.	no	yes	no	no	no
***r*-Controlled Vowels**										
-ar *(farm)*	no	no	no	no	no	no	no	no	no	no
-ir *(girl)*	no	no	no	no	no	no	no	no	no	no
-ur *(spur)*	no	no	no	no	no	no	no	no	no	no
-er *(herb)*	no	no	no	no	no	no	no	no	no	no
-or *(for)*	no	no	no	no	no	no	no	no	no	no
-oar *(roar)*	no	no	no	no	no	no	no	no	no	no
-ore *(tore)*	no	no	no	no	no	no	no	no	no	no
Diphthongs										
ou *(house)*	approx.	no	yes	no	yes	no	yes	no	approx.	no
ow *(clown)*	approx.	no	yes	no	yes	no	yes	no	approx.	no
oi *(join)*	yes	yes	no	no	approx.	approx.	no	no	no	no
oy *(toy)*	yes	yes	no	no	approx.	no	no	no	no	no
Variant Vowels										
oo *(book)*	approx.	no	no	no	approx.	no	yes	no	no	no
oo *(room)*	approx.	no	no	no	approx.	no	yes	no	no	no
ue *(glue)*	approx.	no	no	no	approx.	no	yes	no	no	no
ew *(new)*	approx.	no	no	no	approx.	no	yes	no	no	no
au *(faucet)*	approx.	no	approx.	no	yes	no	no	no	no	no
aw *(saw)*	approx.	no	approx.	no	yes	no	no	no	no	no
alk *(walk)*	approx.	no	no	no	yes	no	no	no	no	no
alt *(salt)*	approx.	no	no	no	yes	no	no	no	no	no
all *(hall)*	approx.	no	no	no	yes	no	no	no	no	no

NOTE: Information in this chart was gathered from academic sources and linguists.

Mandarin and Arabic do not use a Latin alphabet for writing. Romanized Mandarin is referenced for sound/symbol transfers. There are no sound/symbol matches for Arabic.