

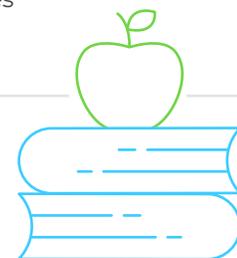


Tutor English Learner (EL) Support Reading Resource Sample

RESOURCE SAMPLES FROM GRADES K-8

This resource includes sample excerpts from our Tutor English Learner (EL) Support materials—resources we provide to tutors, organized by grade level and content area. These materials offer practical strategies that tutors can implement to support English Learners during reading and math tutoring. The following pages highlight sample sections from our tutor reading resources across different grade levels.

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Language-Friendly vs. Language-Limiting Practices

Instructional moves that promote language development, engagement, and understanding—alongside common missteps that may unintentionally hinder student progress.

★ Language-Friendly Practices	✗ Language-Limiting Practices
Leverage the vocabulary section of the Comprehension Lesson by using visuals, gestures, and student-friendly definitions to make new words meaningful. Reinforce key vocabulary again at stopping points and where the vocabulary shows up in the lesson.	Moving quickly through the vocabulary section or skipping opportunities to revisit key words during the lesson, which limits word exposure and reinforcement.
Use visuals and gestures to support vocabulary and story concepts (e.g., call out pictures while describing, act out actions).	Giving oral directions or explanations without visual support or modeling.
Provide sentence starters/frames and model full responses (e.g., “The character felt ___ because ___.”).	Asking open-ended questions without support, leading to silence or one-word answers.
Give wait time after asking a question, allowing time for processing and language production.	Calling on students too quickly or moving on without giving ELs time to think and respond.
Invite students to retell stories using pictures, gestures, or sentence starters/ frames.	Expecting students to retell or summarize without scaffolds, especially when using unfamiliar vocabulary.
Introduce and reinforce academic language (e.g., “predict,” “character,” “setting”) through repeated exposure, modeling, and contextual use.	Avoiding or oversimplifying academic vocabulary due to perceived difficulty, which limits language growth and access to content.
Honor students’ home languages as a tool to support understanding and participation—for example, allowing students to clarify or think aloud in their home language – while also providing ample opportunities and encouragement to engage in English.	Discouraging or ignoring the use of home language altogether, or relying solely on home language without purposeful English language practice.
Use repeated, familiar routines and to build confidence and language patterns.	Frequently changing routines without scaffolds.

Additional Best Practices for Supporting EL Students During Reading Instruction

- ✓ Provide multiple ways for students to respond—such as using gestures, acting out, or using sentence starters/frames—so all students can show understanding.
- ✓ Encourage oral language development through structured talk opportunities
- ✓ Model fluent reading aloud often to support vocabulary development, prosody, and understanding of language patterns.
- ✓ Check for understanding regularly using simple, scaffolded questions and nonverbal cues to ensure students are following along.



SAMPLE TUTOR RESOURCE CONTENT: GRADES 2–3

Supporting Expressive Language

Tutor questions and sample student sentence starters/frames to support practice and development of expressive language.

FOCUS: Orient audience to context

Tutor Question	Sample Student Sentence Starters/Frames
Pictures, descriptive title, opening statements (<i>It was a dark and stormy night; "What?!" exclaimed Mom</i>) to capture the reader's interest	
How can you start your summary or retelling of the story in an exciting or interesting way?	It was a __ day/night when __.
How does the title tell what the story is about? What is a different title you could use that tells what the story is about?	The story is called "__" because __. A good title could be "__."
Expanded noun groups to introduce characters (<i>the old man on the block, the hungry little mouse</i>)	
Who is in the story? Can you describe them a little more?	There was __ who __.
What kind of person or animal is this character?	He/She was a __ who __.
Adverbials and prepositional phrases to establish time and location (<i>a hundred years ago, when I was six, on the playground, around the corner</i>)	
When and where is this story happening?	The story takes place in __ at __.
Can you add more details about where or when it happened?	It happened __. (<i>look for words such as: in, behind, next OR after, before, during etc.</i>)
Statements to introduce problem or complication (The boat began to leak. It all started when...)	
What goes wrong or changes in the story? What's the problem?	The problem __ began when __.
What happened in the story that made it more difficult for the character?	It became more difficult when __.

FOCUS: Develop story with time and event sequences, complication, resolution, or ending

Tutor Question	Sample Student Sentence Starters/Frames
Saying verbs (<i>yelled, said, whispered</i>) to add details about characters in dialogs	
How did the character say that line in the story? Can you use a strong word instead of "said"?	The character shouted, "__!" when __ happened.
Can you explain how the character's voice or mood sounded in that part?	She said it __ because she felt __.
Verbs to describe what characters do, think, and feel	
What did the character do, think, or feel in that part of the story?	The character __ because __.
Can you explain how the character reacted or what they realized?	She started to __ after __.
Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (<i>Miguel=my little brother=he; that night=the worst night</i>)	
How can we talk about the character without repeating their name every time?	We can say __ instead of the character's name?



Strategies to Strengthen Comprehension

Strategies tutors can implement to support and scaffold understanding of the lesson text.

Strategy	Implementation Suggestions
<p>Preview the Text Using Structure, Features, and Genre Clues</p>	<p>Before reading, help students analyze and discuss key features of the text—especially those aligned to the genre. This might include the title, subheadings, captions, bolded terms, graphics, and introductory paragraphs. Prompt students to anticipate content and build context.</p> <p>You can ask questions such as:</p> <ul style="list-style-type: none"> » What do the title and subheadings suggest the topic or purpose might be? » Do any of the graphics or captions give us clues about what we'll learn? » Have you read this type of text (e.g., biography, opinion, article) before? What do you expect? » What do you already know about this topic?
<p>Chunk and Pause to Monitor and Deepen Understanding</p>	<p>Read in short sections and pause to ask scaffolded questions that support meaning-making. Encourage students to use the text, images, and vocabulary to support their responses.</p> <p>You can ask questions such as:</p> <ul style="list-style-type: none"> » What's the main idea of this section? What details support it? » What did the character do or realize, and why? » What does this word or phrase mean in this sentence? What helped you figure that out? » How does this part connect to what we read before?
<p>Leverage Tutor Tips to Support Repeated Reads</p>	<p>Use the embedded tutor tips to adjust your focus and process across reads to deepen understanding. These can be found in your tutor tips during the text reading of your lesson.</p>
<p>Support Students in Synthesizing Key Ideas</p>	<p>After reading, help students consolidate their understanding by identifying key points and connecting ideas.</p> <p>You can ask:</p> <ul style="list-style-type: none"> » What's the big idea the author wants us to take away? » How do the details work together to support that idea? » How did the character change, and what lesson did they learn?



Language Output Practice

Strategies tutors can use to give EL students regular, structured opportunities to express their thinking through speaking and (in certain contexts) writing

Strategy	How
<p>Establish Consistent Routines for Expressing and Extending Ideas</p>	<p>Provide opportunities for students to engage in structured peer discussion, with scaffolds for clarifying, challenging, and extending ideas.</p> <p>Prompt students to:</p> <ul style="list-style-type: none"> » Explain their reasoning and identify evidence (e.g., “What in the text makes you think that?”) » Ask thoughtful follow-ups or raise questions (e.g., “Could it mean something else?” or “What might the author be leaving out?”) » Restate or build on a peer’s point before adding their own ideas » Make text-to-self, text-to-world, or text-to-text connections » Close out discussion by summarizing key ideas, identifying open questions, or suggesting next steps
<p>Use Structured Sentence Starters and Frames to Strengthen Academic Language and Reasoning</p>	<p>Provide sentence frames or starters to support students in clearly articulating ideas, analyzing cause/effect, exploring alternative viewpoints, and refining claims.</p> <p>Some examples are:</p> <ul style="list-style-type: none"> » One factor that led to ___ was ___, but another was ___. » I noticed ___, which shows ___. » I used to think ___, but now I think ___ because ___. » A pattern I noticed is ___, which suggests ___. » I agree with ___ because ___, but I also think ___. » I would revise ___ by ___, because ___.
<p>Support Visual and Multimodal Expression of Ideas</p>	<p>Encourage students to draw diagrams, timelines, storyboards, flowcharts, or labeled visuals to represent relationships, events, or processes. Then, prompt them to explain their work orally.</p> <p>For example:</p> <ul style="list-style-type: none"> » What each part represents and how it connects to the whole » What changed over time, and why » How the representation helps make sense of the text <p>If writing materials aren’t available, students can verbally explain what they would draw.</p>
<p>Incorporate Writing to Extend, Reflect, and Revise Thinking</p>	<p>Invite students to write short responses or longer reflections that build on reading and discussion.</p> <p>Writing tasks can include:</p> <ul style="list-style-type: none"> » Explaining a theme, lesson, or message » Reflecting on how their thinking changed and why » Posing a question the text raises—and why it matters » Writing from a character’s perspective or reimagining part of the text <p>If writing materials aren’t available, students can verbally explain what they would write.</p>

