

EARLY EMERGENT GUIDED READING for ELLs

Levels A–C, 1–4

STEPS	SCAFFOLDING FOR STUDENTS	CONSIDERATIONS FOR ELL STUDENTS <u>IN ADDITION TO COLUMN 2</u>
	The following procedure would typically take two days to complete.	The following additions would require extra time. You may spend three days with one book.
1. Select a text.	<p>The teacher selects a text that:</p> <ul style="list-style-type: none"> • provides opportunities for students to work on focus skills and strategies; • builds on students' background knowledge; • is suitable for students' language level and conceptual understandings; and • is at students' instructional level (90–94% accuracy). 	<p><i>Texts for ELLs should have:</i></p> <ul style="list-style-type: none"> • <i>strong picture support (i.e., photos or clear, realistic illustrations);</i> • <i>familiar concepts;</i> • <i>repetitive sentence structure patterns;</i> • <i>high-utility oral language structures and familiar vocabulary;</i> • <i>high-frequency words; and</i> • <i>simple, natural-sounding sentence structures.</i>
2. Introduce the text.	<p>The teacher:</p> <ul style="list-style-type: none"> • hands the text to students. • gives a brief overview of the story. • helps students activate their background knowledge as they make predictions based on the cover and title. • does a "picture walk" through the book to help students construct the meaning of the text. • uses language of the book to help children predict what the book will say. • may have students locate one or two words or practice unusual language that might otherwise be tricky for students to read. 	<p><i>Introductions for ELLs should emphasize:</i></p> <ul style="list-style-type: none"> • <i>giving students multiple opportunities to talk!</i> • <i>activating background knowledge students have about the concepts.</i> • <i>using realia and visuals to build background and vocabulary.</i> • <i>giving comprehensible input during the overview of what happens in the story (fiction) or what they will be reading about (nonfiction).</i> • <i>doing a "picture walk" that models language structures and vocabulary from the text as well as helps students construct meaning.</i> • <i>having students practice the language structures from the text.</i>
3. Read the text and discuss it.	<p>Before reading: The teacher models a focus strategy or reminds students to use strategies they've been learning. (<i>"Today when you are reading, remember to use the words you know to help you point to the words."</i>)</p> <p>During reading: Children read the book on their own, simultaneously but not chorally (for themselves, by themselves), with soft voices. They may read the book two</p>	<p>Before reading: <i>In modeling a focus strategy, the teacher should use charts with icons and/or visuals to support student understanding.</i></p> <p>During reading: <i>As the teacher listens to students read, it will be important to notice whether students' miscues are related to language issues or reading strategies and</i></p>

	<p>or three times if there is enough time. The teacher listens to each child and prompts for strategies, reinforces what he or she is doing right, and assesses his or her use of strategies as they problem solve through the text. Teacher’s notes might go into Reading Assessment Notebooks.</p> <p>After reading: The teacher and students talk about what the text was about, what they learned, or what their reactions were.</p>	<p><i>prompt/teach accordingly. DO NOT TRY TO TEACH EVERYTHING! Language issues can be handled by simply modeling the correct usage or may be addressed at a later time during ELD.</i></p> <p><i>Asking ELL students “Did that make sense?” or “Does that word look right?” allows them to use their understanding of meaning and word strategies to self-correct miscues that might not have made sense. Asking “Did that sound right?” is not helpful for ELL students.</i></p> <p>After reading: <i>Discussing the text provides ELLs with the opportunity to express their understandings and practice the language structures they’re learning. Using Accountable Talk procedures, such as “turn and talk” (in English or their own language) increases students’ use of oral language to comprehend the text. Teachers help ELLs expand and extend their ideas by giving them time to think about what they want to say in English and by prompting them to say more.</i></p>
<p>4. Work on skills and strategies.</p>	<p>The teacher returns to the focus strategy(-ies) and debriefs. The teacher also addresses needs (both decoding and comprehension) as observed while children are reading. The teacher does one or two of the following word work strategies:</p> <ul style="list-style-type: none"> • Learning a high-frequency word (magnetic letters, whiteboard) • Sorting picture cards for sounds—consonants and vowels • Counting words (orally) and clapping syllables for phonological awareness • Using magnetic letters or letter cards to make words <ul style="list-style-type: none"> ○ Rhyming words (English: at-sat-fat-mat) ○ Syllables (Spanish: ma-me-mi-mo-mu, pa-pe-pi-po-pu) ○ Combined syllables (Spanish: mama, mapa, papa, puma) ○ Change first and last letters (English: an-at-cat-can) ○ Change endings (Spanish: un, una, unas, unos) • Guided or Interactive writing to make read/write connection • Putting together cut-up sentences 	<p><i>The teachers uses shared or interactive writing to develop a written retell of what was read (one or two sentences). This shared writing piece could be used to address specific language structures, spelling patterns, etc.</i></p> <p><i>The teacher uses language structure patterns from the text to create an innovation (first orally, then in writing).</i></p> <p><i>For considerations for word work activities, revisit Chapter 4, pages 71–92, “Orthographic Development and Learning to Read in Different Languages,” in English Language Learners: Reaching the Highest Level of English Literacy.</i></p> <p><i>For language transfer issues, revisit the Avenues Teacher’s Edition, pages S20–S35, “Language Transfer Issues Phonics Chart” and “Language Structure Transfer Chart.”</i></p>
<p>5. Extend the text.</p>	<p>Students may put the book in their book bag for rereading, write a response, or read related texts (similar level and language).</p>	<p><i>To create additional opportunities for student oral language use, the teacher might have students buddy-read, talk, and/or write about the guided reading book during Independent Reading time.</i></p>