

UPPER EMERGENT GUIDED READING for ELLS

Levels D–I, 4–16

STEPS	SCAFFOLDING FOR ALL STUDENTS	CONSIDERATIONS FOR ELL STUDENTS IN ADDITION TO COLUMN 2
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 that relate to their background knowledge;</i> • <i>familiar genre characteristics;</i> • <i>cultural relevance, if possible;</i> • <i>known oral language structures and 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. (The picture walk may not include every page, if students don't need that much scaffolding.) • 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>activating background knowledge students have about the concepts and/or genre.</i> • <i>using realia and visuals to build background and introduce unfamiliar vocabulary.</i> • <i>providing multiple opportunities for students to talk (students may turn and talk in their own language).</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 unfamiliar language structures, if necessary.</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, make sure that the words you are reading look right and make sense."</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</p>	<p>Before reading: <i>In modeling a focus strategy, the teacher should use charts and 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>more than once 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"> • Sorting picture cards for sounds—medial vowels or two blends • Using magnetic letters or letter cards to make and remake new words • Using magnetic letters or letter cards for making words with similar vowel combinations or letter clusters • Using Elkonin boxes (two to four boxes) to break words into phonemes • Guided writing to make read/write connection • Writing activities to develop fluency and understanding of how words work 	<p><i>The teacher might help students develop a summary of what was read through shared or interactive writing. This shared writing piece could be used to address specific language structures, spelling patterns, etc.</i></p> <p><i>During word work, the teacher might work with students on:</i></p> <ul style="list-style-type: none"> • <i>how to use cognates to figure out words and construct meaning; and/or</i> • <i>how word patterns in English work.</i> <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>