Fordham University
Graduate School of Education

Assessing Reading and Language Through Shared Reading/Writing And Guided Practice for English Language Learners

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May 27, 2010

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Effective Instruction for English Language Learners

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Things to Think About

ELLs need to catch up to native speakers.

- What are we doing to close the Achievement Gap?
- How are we targeting them in our classroom lessons?
- What type of differentiation are we doing for our ELLs?
- What "other" texts, besides the class text, are we providing to help them?
- Where is the Reading/Writing connection?
- How are we focusing on the four components of language acquisition—reading, writing, listening and speaking—in our classrooms?

Things to Learn

We need to know our English Language Learners in order to plan for their instruction.

- What have we learned about our ELLs' history, both culturally and academically, that can help us in our planning?
- What have we learned from informal assessments regarding the levels of English in our ELLs' speaking, listening, reading and writing ability?

Things to Do

We need to have targeted instruction for our English Language Learners.

- We need to Model Academic Language for ELLs.
  Teachers must move beyond simply presenting and discussing content.
  Teachers must direct student attention in the language of the task and the language needed to participate in the learning activity. (Gibbons, 2002)

- We need to use Academic Scaffolding for ELLs.
  This includes:
  - modeling academic language;
  - contextualizing academic language using visuals, gestures, and demonstrations;
  - and using hands-on learning activities that involve academic language (Reed, 2003)

- We need to provide support for ELLs and expect output based on their levels of Listening, Speaking, Reading and Writing in English. (Cappellini, 2005)

Cappellini, M. (2005). *Balancing Reading and Language Learning: A Resource for teaching English language learners, K-5. Stenhouse*

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Heinemann

Reed, B. & Railsback, J. (2003) *Strategies and resources for mainstream teachers of English language learners.* Northwest Regional Laboratory. www.nwrel.org

Knowing *All* of Your **English Language Learners** and Planning Effective Instruction to Meet Their *Individual* Needs

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Importance of Knowing the Learner (Each English Language Learner)

What do we know about each and every one of our English Language Learners?
Are they all the same?
Can we accurately say how well they are doing in Listening, Speaking, Reading and Writing without relying on the annual Standardized Testing of ELLs?

Informal, ongoing assessment needs to take place on a regular basis with our English Language Learners as they are learning to read, write, speak and listen to English.

Individual Conferences, small instructional groups and even whole group instruction should allow teachers to informally assess the Ells' reading strategies and language functions as well as their language patterns.

As much attention should be placed on the Ells' ability to listen and speak English as to their ability to read and write it.

Individual checklists can help teachers keep track of all of their Ells' progress in both reading and speaking.

Importance of Effective Instruction

Do we have a balanced literacy program planned for All of our English Language Learners?
Are we differentiating instruction to meet their individual needs?
Are we allowing our English Language Learners enough time to talk?
Do they have the opportunity to participate in whole group as well as small group lessons?
Do they have the opportunity to meet in small groups with their peers with mixed language abilities?

Read Alouds, Shared Reading, Guided Reading, Independent Reading, and Conferencing (as well as a strong Writing Workshop) should be a part of every literacy program.

Within these whole group and small group lessons, attention should be placed on teaching to the reading and language needs of our Ells. A focus should be placed on expecting *language* outputs, as well as *reading* outputs during the lessons.

* *Balancing Reading and Language Learning: A Resource for Teaching English Language Learners, K-5* by Mary Cappellini, Published by Stenhouse, 2005

Shared Reading is a Powerful Tool to Use With English Language Learners

"Shared reading is a time when reading becomes comprehensible to English language learners and so does the language.

Children have the opportunity to see a large text in front of them, which an expert reader is modeling how to read, and then they can join in when they feel comfortable.

The illustrations that go along with the text help them visualize right away something with which they might have had no experience. They then can add this new knowledge to their bank of experience.

At the same time, as they listen to and watch the teacher read, and then participate in the reading, they absorb reading strategies and new patterns of language, and add those to their repertoire, too.

Shared reading is a wonderful time for teachers to mentor eager readers and speakers of English, and scaffold their instruction, and it should be a central part of any balanced literacy program." Mary Cappellini (2005)

Some Good Reasons to do Shared Reading with ELLs are the following:

* To encourage and foster children's love of reading
* To involve children; they join in almost at once
* To build a sense of community
* To model reading strategies
* To model natural language patterns
* To teach language skills
* To highlight fiction literary components like character development, plot, and author's intent
* To highlight nonfiction format elements
* To highlight different genres and writing styles
* To observe children and better grasp their language and literacy levels

Some Guiding Questions:

What are the important elements of an effective shared reading lesson?
How do I differentiate for lower-level speakers during shared reading?
How do I teach skills and strategies in a shared reading lesson?
What can I learn about the reading and oral language development of my ELLs in the context of a shared reading?
How can I keep track of what I learn and use it to plan instruction?

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CREATING A BALANCE IN THE TYPES OF MINI-LESSONS FOR ENGLISH LANGUAGE LEARNERS

There should be a balance of higher level and lower level strategies that are taught in mini-lessons as well as an equal emphasis on language study and word study for English Language Learners. These Mini-lessons can be seen also as a way to Expand Meaning and/or Sustain Meaning. Both are necessary as children are developing as readers and English Speakers.

Here are some examples, please add to the list:

HIGHER LEVEL STRATEGIES:

Literary Elements:

1. character development
2. concept of time
3. problem-solution
4.
5.
6.

Expanding Meaning:

1. inferring
2. summarizing
3. analyzing
4.
5.
6.

WORD/LANGUAGE STUDY:

1. present progressive
2. adjective placement
3. contractions
4. word endings
5.
6.
7.
8.
9.

LOWER LEVEL STRATEGIES:

Sustaining Meaning:

1. decoding words
2. using illustrations
3. self-correcting
4.
5.
6.

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Karri's Class

Shared Reading
Observations and Notes from a Lesson

E4

Date 11/16 Big Book Asli's Story Which Reading 1st

Speaking

Language Level	Language Output/Participation	Reading Output
Beginning		
1 Hawa *	– said "hello" in native language	
Esmeralda	– short, simple sentences – all correct	
Jose		Kenny – pointed to City on map.
Juan E.		
Kenny	– "Mogadishu, Somalia" –	correct responses (but short)
Early Intermediate		
1 Claudine *	"Dakar was the capital, but the country was Senegal" "it has the page" Imran	
Nataly *	camp?.. "it means you have shared where she was to wait" From in Africa in	
2 Diana *	– short phrases complete sentences	"With her grandparents" (picked a detail from text) – Diana
Imran *	– "Does she speak the Somali language?" "They doesn't have their own home"	are they still alive → predict, wondering
Intermediate		
3 Daniel *		
Bryan *	– "They go to other countries."	
Early Advanced		
4 Isamar	group of people – explained who they were → read complete sentences to group with no problem	Could locate text to give evidence to her answers – (pointed to sentence on dot. camera)
Advanced		

* 5yrs – 4yrs in school

Guided Reading is important for English Language Learners.

Guided Reading is an important part of a Balanced Literacy Program for English Language Learners.

It is the crucial link to independence, where the children are guided by the teacher to use the reading strategies and language structures that they have been developing through instruction in Shared Reading and Read Aloud, and throughout their literacy block.

Whereas the teacher does the modeling and scaffolds lessons both in Read Aloud and Shared Reading, in Guided Reading, the child is in the role of reader.

Each child in the group takes on the responsibility to read a new text with the support of the teacher guiding the lesson.

Guided reading is an important way to build on children's oral language and academic vocabulary as they read more challenging texts.

Discussion during the guided reading time allows English Language Learners to vocalizing their thinking process, and practice their new English Language Development.

Children need the time to think and to share what they are thinking.

Make sure you give your English Language Learners the time they need to learn new vocabulary and analyze what they are reading as they share in the guided reading group.

It's important to look closely at language levels as well as reading levels when choosing children to group together for a guided reading lesson.

It's also important to look closely at both language and reading levels while choosing a book to match the needs of the children.

Assessing children's language levels as well as the cueing systems and reading strategies that they use, therefore, is an important part of planning and executing an effective guided reading lesson for English Language Learners.

It is when we meet with small groups of children at their instructional reading level where we can best meet the needs of individual children helping them become proficient readers and speakers of English.

© Mary Cappellini. (2005) Using Guided Reading With English Learners. In T.Young and N. Hadaway, (Eds.), *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms.* (p.113-131) International Reading Association.

Knowing the Books for Guided Reading and Knowing ALL of Your Students

Books for guided reading must be thoughtfully selected. The teacher must first be aware of the developmental level of individual readers, their developmental language proficiency level, the reading strategies they are using effectively, as well as their interests and experiences, in order to match the books accordingly. Careful selection of the text is dependent upon what is considered a challenge and what is considered a support for individual readers based on their reading and language proficiency.

Knowing the books really well enables the teacher to guide the students through the texts almost effortlessly. The knowledge of the challenges as well as the supports the text holds for the readers, as well as the knowledge of the students' individual reading levels and language levels, helps the teacher lead a successful guided reading session.

The teacher must be aware of individual needs, because the same book may be more challenging for some students than for others. Each text holds its own supports and challenges for different readers based on the readers' experiences and developmental levels. If the book is too challenging for a particular reader, then the teacher needs to pick a new book for that student.

There should be enough supports in the book to help the students feel confident as readers, and **there should also be enough challenges** to push the students a little farther than their comfort zone—encouraging them to take risks as they are becoming confident readers and language users.

What are the characteristics, then, of books that support beginning readers? You need to look a

- Text Type
- Placement of Print
- Sentence Patterns
- Picture Support
- Language Structure
- Lines of Print per Page
- Total Words in the Text
- Content, Theme and Genre

Is the book appealing and interesting to your students?
You also have to look at these important features:

- Story Idea
- Story line: Narrative Text
- Topic: Non-Fiction
- Illustrations
- Text Structure
- Book Design

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How might you group these children for reading?

Here are three examples of children at three different levels of English as well as differing developmental reading levels.

	Josue	Crystal	Jessica
ELP	Early Intermediate Speaking in short Sentences	Intermediate Speaking in complete sentences	Early Advanced Speaking almost like a native speaker
DRS DRA	Early (10-12) Strategy use is high Cross-checks and Self Corrects	Emergent (2-4) Knows book has meaning Tracks from left to right Uses pictures to help	Early (6-8) Starting to cross-check using 3 cueing systems
Primary Language	Strong primary language support Reads at the Transitional stage in Spanish, level 20	Some primary language support, but not in reading. Not tested in Spanish reading	No primary lang. support. Older siblings speak Eng. No Spanish

Describe here below if you would group any of these children together and why?

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Using Running Records with Guided Reading

To help assess and plan for <u>All</u> of our children

What is the purpose of taking running records?

* To get to know our children's strengths and weaknesses
* To check the instructional level of each child
* To look at the whole reader
* To help plan for instruction

What do we know about effective readers?

* They use all three Cueing Systems
* They use effective strategies to help them—both Sustaining Meaning and Expanding Meaning Strategies

What do we learn about our children with running records?

* By analyzing their miscues we can learn which cueing systems they rely on and use effectively, and which ones they don't
* We can also better understand which strategies they use well, and which ones they don't
* By analyzing their miscues, we can also assess their language proficiency level
* We gain insight into language verses reading needs of each child
* The self-correction rate also gives us important information—it helps us see how they check for meaning

How can we use running records to plan for instruction?

* We can plan strategy lessons based on children's needs
* We can plan language lessons based on children's needs
* We can pull guided reading groups based on children's needs
* We can match books better based on their needs

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WHAT DO WE KNOW ABOUT OUR ENGLISH LANGUAGE LEARNERS' ABILITY TO USE THE THREE CUEING SYSTEMS?

SEMANTIC CUES:

Is the child's background knowledge and experience sufficient enough to help him/her with this text? Does the child recognize the picture and have the vocabulary to say what the picture is in order to use the picture as a clue to match the text?

Appropriateness of the Book

If not, could I choose another book at the same Reading level where the child might have more success? Or do all the books at this reading level use the same vocabulary and concepts?

Is it because the pictures do not match the text effectively or is it that the child knows the concept and vocabulary in native language, but does not have the exact word? Is this book appropriate? Are there other books that I could use?

Helping the Child

What can I do in the context of my English Literacy Block to increase the child's vocabulary development? Am I teaching thematically?

> Teach thematically, read daily, use picture books, use graphic organizers, chart cognates

SYNTACTIC CUES:

Is the child's knowledge of the structure of English Language developed enough to use as a cueing system to help him/her while reading this text?

Appropriateness of the Book

If not, is it because this book uses difficult structures too advanced for his/her English proficiency level? Could I choose another book at the same Reading level? Or do all books at this reading level use these same structures?

Helping the Child

What can I do in my mini-lessons in Shared Reading or Shared Writing to help develop the child's English language structure? What am I doing to keep track of the child's syntax and grammar development? Do I focus on language study?

> Plan language mini lessons, write speech patterns, daily news, read poetry, study word placement

GRAPHOPHONIC CUES:

Is the child's knowledge of letters and the sounds that correspond to those letters in English developed enough to help him/her while reading this text?

Can the child use English spelling patterns to help him/her decode unknown words? Can the child see chunks in the words?

Appropriateness of the Book

If not, is it because this book uses difficult words to decode or words that are particularly difficult for English Language Learners?

Helping the Child

What can I do in the context of my balanced Literacy Program to help the child increase his/her knowledge of sound/symbol relationship and English spelling patterns?

> Phonemic awareness, teach alphabet, onsets/rimes, daily news

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Fluent Guided Reading Focus Sheet—Figuring out New Words

Name Luciana

Title of Book The Living Rain Forest Genre Nonficition

Author Nic Bishop

New Words or Phrases	What I Know About the Words	What I Think They Mean	How They Are Used
humid*	hot	hot	rain forests grow in places that are humid
surface	surface of a table	on top	Rain forests cover part of earth's surface
equtor*	Ecvador	aline	The ground is covered with rotting vegetation
vegetation*	reminds me of vegatables	vegtables	The middle layer is the under-story.
uderstory	below-underneath	the ground floor	The canopy is where the treetops finally reach the sun light.
canopy	umbrella	covers something	There is twice as many species living on the canopy.
species*	special	special animals	To hide from preditors many use camouflage
camouflage*	army clothes	to hide	

* words listed in Glossary

Luciana's focus sheet for figuring out new words in *The Living Rain Forest*.

GUIDED READING OBSERVATION SHEET—What Children Can Do

Guided Reading Group: _____ **Date:** _____

Title of Book: _____ **Level:** _____

Names of Children	Overall comments	Language patterns & vocabulary used	Reading Strategies the children used

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PROFESSIONAL BOOKS to SUPPORT ELLs

Compiled by Mary Cappellini, Bilingual Educational Consultant and Author

AUTHOR/TITLE/PUBLISHER

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