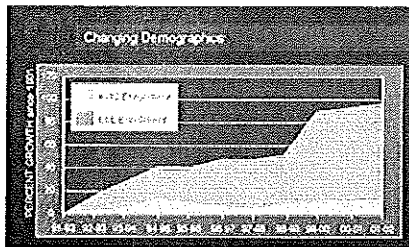
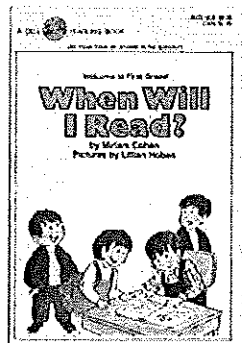


Meaningful Literacy Development for Elementary ELLs

Dr. Ann Ebe - Hunter College, City University of New York

Please write a one-sentence summary for each of these **key ideas** from our last session:

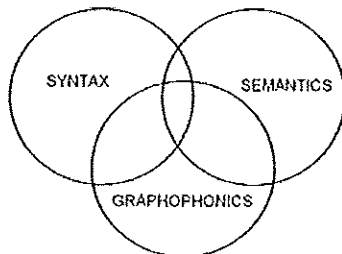




The Boat in the Basement

A woman was building a boat in her basement. When she had finished the boat, she discovered that it was too big to go through the door. So he had to take the boat a part to get it out. She should of planned ahead.

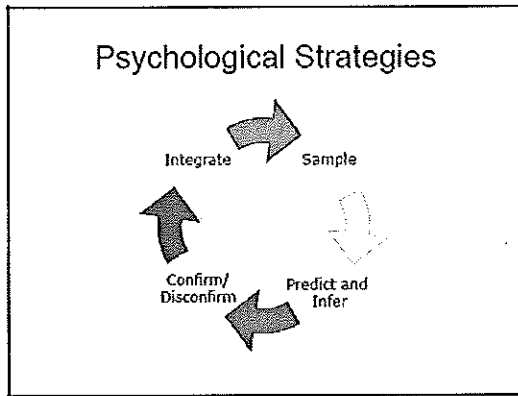
**Story about
Christopher
Columbus**



Model of Reading

Goodman, K. (1996). *On Reading*. Portsmouth, N.H.: Heinemann

- Reading is a process of constructing meaning from text.
- Readers use background knowledge.
- Readers use linguistic cues from three systems.
- Readers use psychological strategies to construct meaning as they read.



Sample:

Predict & Infer:

Confirm & Disconfirm:

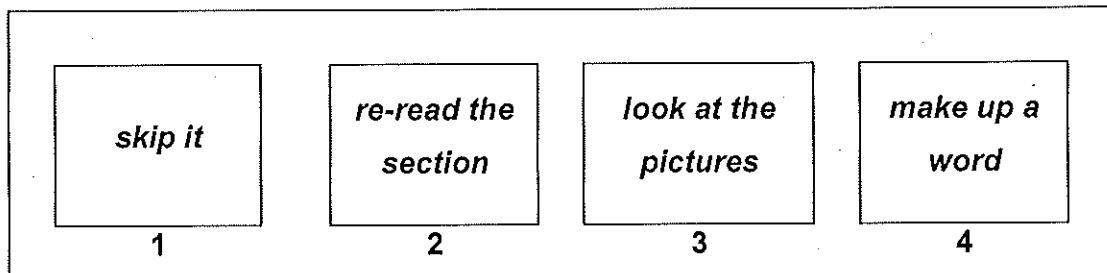
Integrate:



Strategy Ruler

From: Paulson, E.J. and A.E. Freeman (2003). *Insight From the Eyes: The Science of Effective Reading Instruction*. Portsmouth, NH: Heinemann.

Ask students to think about the strategies they use when they come to hard parts or words they don't know when they are reading. Generate a class list of strategies on a large piece of paper. Once the class has come up with several strategies, ask students to think about four strategies that they would like to try during their silent reading time. Have students write each of their four strategies on a separate post-it note and place them across their piece of construction paper. Explain to your students that they should have their Strategy Rulers with them when they are reading. If they get stuck, they should look at their ruler and try the first strategy. They should continue to try the strategies until they come to one that works to help them with that section of text.




You may notice that some students over-rely on certain strategies. Many students, for example, will always try to "sound it out" first. Help these students arrange their strategies so that "sound it out" is the last strategy on their ruler. Placing strategies such as "skip it" or "look at the picture" first would be helpful.



Quickwrite:
Why do you think these two books would be good to use with students?




	Checklist of Characteristics of Texts that Support Reading Freeman & Freeman, 2000
	1. Are the materials authentic? Authentic materials are written to inform or entertain, not to teach a grammar point or a letter-sound correspondence.
	2. Are the materials predictable? Books are more predictable when students have background knowledge of the concepts, so teachers should activate or build background Books are more predictable when they follow certain patterns (repetitive, cumulative) or include certain devices (rhyme, rhythm, alliteration) Books are more predictable when students are familiar with text structures (beginning, middle, end) (main idea, details, examples, etc.) Books are more predictable when students are familiar with text features (headings, subheadings, maps, labels, graphs, tables, indexes, etc.)
	3. Is there a good text-picture match? A good match provides nonlinguistic visual cues. Is the placement of the pictures predictable?
	4. Are the materials interesting and/or imaginative? Interesting, imaginative texts engage students.
	5. Do the situations and characters in the book represent the experiences and backgrounds of the students in the class? Culturally relevant texts engage students.

Cultural Relevance Rubric		
1. Are the characters in the story like you and your family? Not at all like us..... Just like us	2	3
1		4
2. Have you ever lived in or visited places like those in the story? No..... Yes	2	3
1		4
3. Could this story take place this year? No..... Yes	2	3
1		4
4. How close do you think the main characters are to you in age? Not close at all..... Very close	2	3
1		4
5. Does the story have main characters who are boys (for boy readers)? Girls (for girl readers)? No..... Yes	2	3
1		4
6. Do the characters talk like you and your family? No..... Yes	2	3
1		4
7. How often do you read stories like this one? Never..... Often	2	3
1		4
8. Have you ever had an experience like one described in this story? No..... Yes	2	3
1		4

Evaluación Cultural de Textos		
1. ¿Se parecen los personajes del cuento a tí y a tu familia? Son exactamente como nosotros..... Ni un poco	2	3
4		1
2. ¿Has visitado o vivido en lugares como los que se relatan en el cuento? Sí..... No	2	3
4		1
3. ¿Crees que podría suceder este cuento en este año? Sí..... No	2	3
4		1
4. ¿Qué tan cerca a tu edad crees que el personaje principal está? Muy cercano..... Nada cercano	2	3
4		1
5. ¿Hay personajes en el cuento que son: niños (para niños) o niñas (para niñas)? Sí..... No	2	3
4		1
6. ¿Crees que los personajes en este cuento hablan como tú y tu familia? Sí..... No	2	3
4		1
7. ¿Con qué frecuencia lees cuentos como éste? Con mucha frecuencia..... Nunca	2	3
4		1
8. ¿Alguna vez has tenido una experiencia como la que se cuenta en este libro? Sí..... No	2	3
4		1

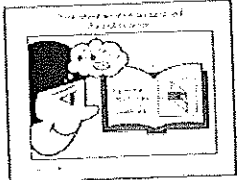
Ebe, A. (2010). Culturally relevant texts and reading assessment for English language learners. *Reading Horizons* 50 (3), 193-210.

Rigby Reading Strategy Cards:
On Our Way to English Program
www.rigby.com



Reading Strategy Cards

Finally! A clear presentation of Reading Strategies! The unique visual format of these cards make them an excellent tool for introducing reading strategies to English language learners.

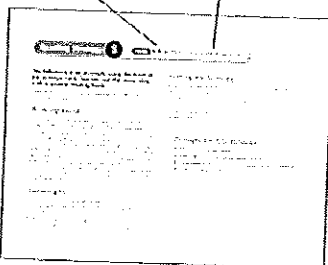


Each strategy is simply and clearly illustrated on the front of the card with the text of the strategy. Contextual support and a single child-friendly picturing of each strategy make the strategies comprehensible to language learners.

The Stages of Language Acquisition indicator allows the teacher to target the appropriate children for learning a given strategy.

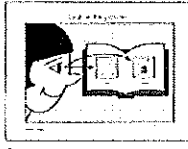
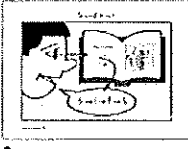
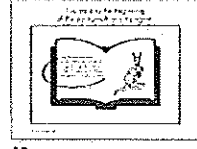
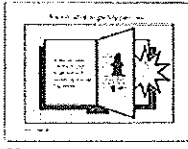

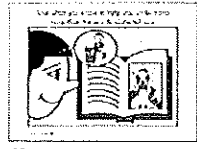
The Rigby ELL Levels, which correspond to the leveled readers in the Guided Reading Collection, signal when to highlight specific reading strategies.

On the back of each card are step-by-step instructions that show the teacher how to introduce the strategy.



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Samples of Reading Strategy Cards

Appropriate Reading Strategies are provided in the Complete Package and in the Guided Reading Strand for each grade of **On Our Way to English**.

Grade K Cards 1-8	Grade 3 Cards 1-36
Grade 1 Cards 1-18	Grade 4 Cards 1-40
Grade 2 Cards 1-27	Grade 5 Cards 1-40

The Reading Strategy Cards are available for separate purchase only in complete sets of 40 cards.
ISBN 0-7578-4543-6

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 1-800-531-5015

Comprehension Questions
 Hansen, 1989

1. What do you remember?
2. What else would you like to know?
3. What else does it remind you of?
4. What other things have you read that remind you of this?



Key Ideas to Remember



Idea	When? Who?	Materials	Concerns/ Questions	Actions