

Part 2- November 3rd, 2021

Chapter 4: Shared Reading

Chapter 5: Guided Reading

Chapter 6: Independent Reading

Reading and Writing Strategies for English Learners Book Study

Evelyn Paz-Solís
Title III Coordinator
ML/EL Instructional Specialist

Putting Montana Students First **A⁺**

Discuss:

1. Ch.3 Shared Reading
2. Ch.4 Guided Reading
3. Ch.5 Independent Reading



Warm-up exercise:

1. Name, district, experience working with ML/ELs, current role working with ML/ELs.
2. If you could take a week long vacation anywhere, where would you go and why?

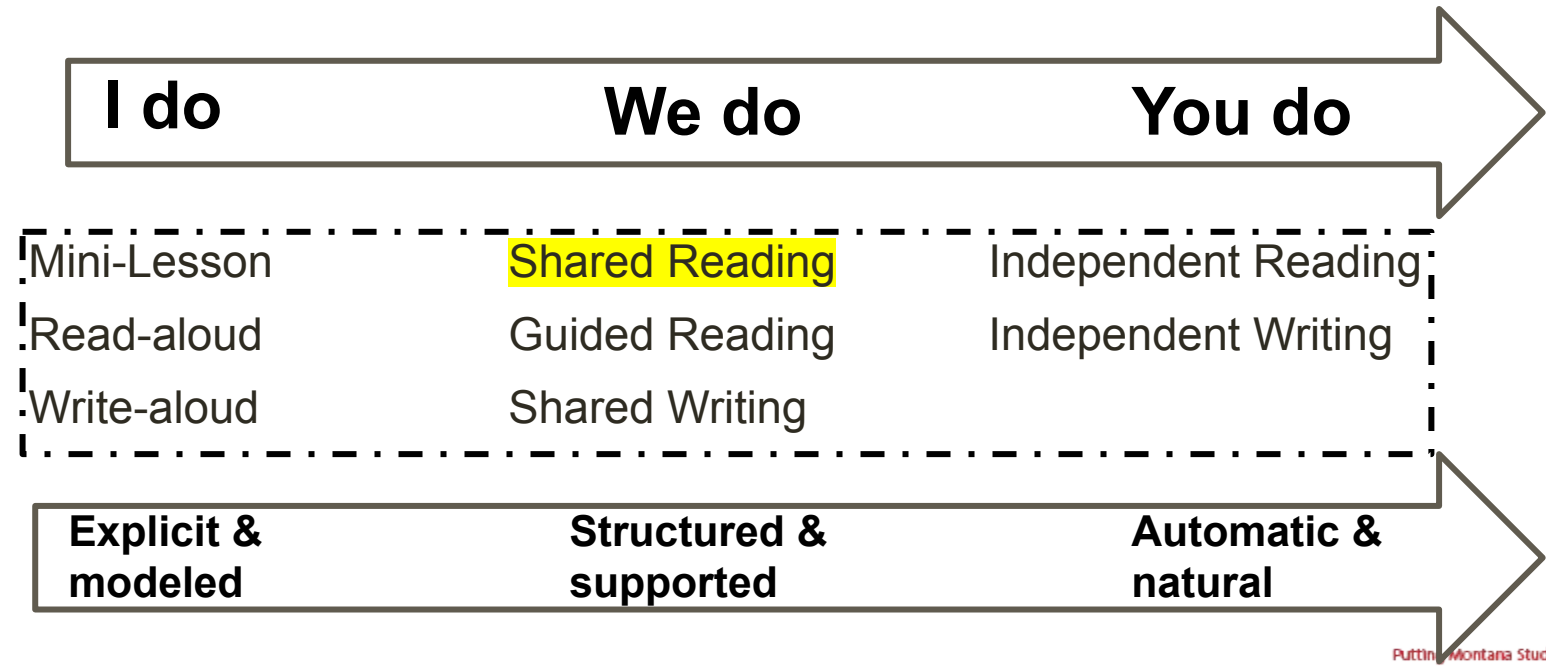
Ch. 4-Shared Reading:

- Shared reading is a vehicle for instruction. It helps students to acquire certain reading and thinking practices or goals, such as learning phonics using authentic text or learning to make predictions.
- When ELs at beginning and intermediate levels of proficiency are provided with sufficient background information, shared reading can even be a significant source of comprehensible input.
- Shared reading can be used as a space for low-risk reading that includes any kind of learner.
- It can be used for more than just fiction (biographies, poetry, comics, news, captions, etc.)

Benefits of Shared Reading

- Lowers the affective filter and provides a safe space.
- Builds a sense of success
- Strengthens fluency
- Develops thinking and reading processes.
- Models prosody and English language structures.
- Fosters a sense of community.

Gradual Release of Responsibility and Components of Literacy



Accommodating for ELs

1. Providing the text in students' primary language for preview
2. Using primary language supports such as translation dictionaries.
3. Providing opportunities for peer discussion
4. Offering sentence frames for structured conversations.
5. Using gestures and visuals
6. Tracking text and pointing to words and visuals.

In the classroom...

Introduction:

“Think of a time when you felt different. Share with your partner.”

“I’m wondering how the character might be feeling right here.”

“There are times when I’ve felt different too... What can you do when you feel different?”

- After the discussion, the teacher invites the class to read the story with him. They read the story with him and may need some coaching.
- Teacher is careful not to slow down too much. Then the text can be re-read to work on (word work, vocab, punctuation, writer’s craft.)
- Then book is made available for independent reading.

What experts say..

“Repeated reading and other procedures that have students reading passages orally multiple times while receiving guidance or feedback from peers, parents, or teachers are effective in improving a variety of reading skills.” NRP

If students only experience text on their own independent level of reading, then gaps in education will continue to expand.

“Broadly speaking, language can only ‘grow’ through interaction with people and texts that introduce new vocabulary, concepts, and language structures.” -Biemiller

Shared Reading Lesson Map

1	Select	Select a text that aligns with the grade level standards and learning goals.
2	Pre-read	Pre-read the text looking for vocabulary and content that students may need support in understanding.
3	Introd	Before sharing the text aloud, give a brief introduction.
4 5	Read Read	Project text and model reading it aloud, give a brief introduction. Read the text together as a class
6	Discuss	Invite student to discuss the meaning of the text
7	Discuss	Revisit the text on subsequent days and reread it focusing on specific teaching points.

Ch 4-Shared Reading

Instructions:

1. Discuss the guiding question.
2. Discuss Ch. 4 and as a group decide on your top 3 most important takeaways/highlights/strategies that you can use with your students or concepts to share with other teachers.
3. Write the top 3 down on the first column in the padlet.
4. Please include your names and districts when you write down your ideas.

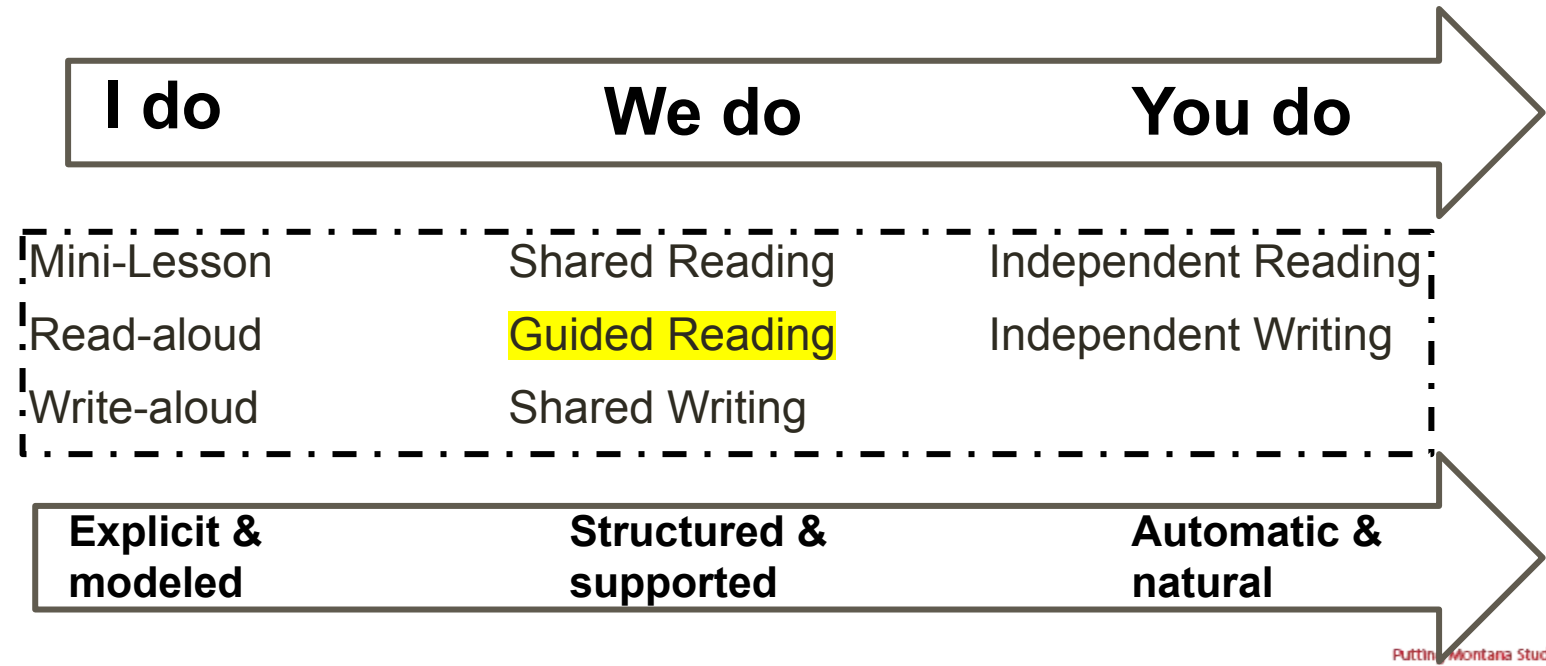
Guiding Question:
How are guided reading and shared reading different? (Particularly for language learners?)

Ch 5-Guided Reading

1. The teacher meets with a small group of students at similar reading levels.
2. Teaching introduces the book and then has students read the book aloud simultaneously but not in unison or choral read.
3. Teacher listens in on individual students and prompts them when they get to unfamiliar word.
4. They can last 25-30 minutes and occur 3-5 times per week.
5. It is not like popcorn or round-robin reading. Students are set up for success with the right amount of support.

“It is important to help ELs make connections to their prior knowledge through book introduction, as it will help them bridge new information and vocab with what they already know.” (Suits, Fountas, Pinnell.)

Gradual Release of Responsibility and Components of Literacy



In the classroom...

Before Reading: Teacher chooses a book that is on the students' instructional reading level (can be read with 90-93% accuracy).

Book Intro: The teacher leads students through a picture walk of the text. Students may even rehearse part of the text that is difficult. "A child should know what the story is about before reading it." Clay, 1993

During the reading: The children read aloud simultaneously while teacher listens.

- After the discussion, the teacher invites the class to read the story with him. They read the story with him and may need some coaching.
- Teacher is careful not to slow down too much. Then the text can be re-read to work on (word work, vocab, punctuation, writer's craft.)
- Then book is made available for independent reading. Teacher responds to confusions.

In the classroom...

After reading:

1. The teacher encourages conversations about the book
2. The teacher gives compliments about a strategy used during reading.
3. Teacher presents teaching points that can be used when confusion occurs.
4. Students participate in word work based on text.
5. Teacher reviews vocab
6. Students may do a writing activity.
7. Teacher encourages independent reading by placing the books in a book box.

What experts say...

- “The teacher is able to read independently and develop automaticity, according to the authors. The teacher is able to observe students as they read in order to determine strategic, and graphophonic) and thereby establish students’ need for strategy instruction and word work.”
- According to Tompkins (2014) guided reading provides a level of scaffolding in which students are actually reading and receiving assistance and instruction at the same time. It is important for students to read books at their instructional level, so they can read through the book with support.
- According to Clay (1993) Students access different sources of information that fall into 3 cueing systems. (meaning cues, structural cues, and visual cues.) Meaning or semantic cues deal with reader’s knowledge of the world and how they make sense of the text.
- Visual cues (graphophonic) are related to the alphabetic principle. Letters represent sounds.

Cueing System	Prompts
Meaning (semantic)	Does it make sense? What happened in the story when...? What do you think it might be?
Structure (syntactic)	Does it sound right? Can we say it that way? What is another words that might fit there?
Visual (graphophonic)	Does it look right? Do you recognize any word parts? Do you know another words that might start that way?

Guided Reading Lesson Map

1	Select	Select a text that matches the reading levels of students in they group.
2	Preview	Preview the text, looking for vocabulary, content, and words that students may need support in reading and understanding.
3	Plan	Plan your book introduction. Intentionally plan specific places for students to interact with the text, reading familiar and unfamiliar words.
4	Introduce	Introduce the text, giving students information they will need to successfully read it.
5	Listen	Listen in as each student reads the text aloud, prompting when necessary.
6	Present	After the reading, compliment strategy use and present teaching points based on observations.
7	Engage	Engage students in a conversation about the text, providing sentence stems if necessary.
8	Participate	Have students participate in word work or writing activity related to text.

Ch 5: Guided Reading

Instructions:

1. Discuss the guiding question.
2. Discuss Ch. 5 and as a group decide on your top 3 most important takeaways/highlights/strategies that you can use with your students or concepts to share with other teachers.
3. Write the top 3 down on the first column in the padlet.
4. Please include your names and districts when you write down your ideas.

Guiding Question:

To acquire a language, students need comprehensible input and low stress opportunities for output. Think about a recent small group or guided reading lesson you delivered or a lesson you observed. What techniques would make the lesson more effective for ELs?

Ch. 6-Independent Reading

- In many classrooms, independent reading looks like students reading individually from books they've self-selected, sometimes from 10-30 minutes.
- When students read independently, they “have full control of the process in independent reading, although you support them by offering a rich, well-organized collection of books from which to choose.”
- If we value independent reading, then we will be working with them to guide, conference, gathering in small groups, taking notes, etc.

“Any book that helps a child to form a habit of reading to make reading one of his deep and continuing needs, is good for him.” -Maya Angelou

Independent reading for ELs


1. ELs specially benefit from the rich vocab in books they read. The majority of vocab growth happens not as a result of direct instruction but as a result of reading voluminously (Cunningham/Zibulsky)
2. “Independent reading is an essential practice that develops background knowledge, improves fluency and comprehension, heightens motivation, increases reading achievement and broadens vocab”
(Miller/Ross)
3. It has a significant effect on language acquisition.
(Krashen)

1.

Supporting **ENGLISH** Learners in Independent Reading



@ValentinaESL



Provide books
that tap into
students' cultures
& passions



Set a purpose

Work frequently in small
groups with students for
explicit & direct instruction



Allow choice

Provide familiar
reading materials



Build stamina



Create space for
peer to peer book
discussions



What experts say...

1. According to Gallagher, “...students are in desperate need of large doses of authentic reading.” They should be given daily opportunities to read a variety of interesting, culturally relevant reading materials including fiction, nonfiction, newspapers, magazines, comic books, novels, graphic novels, blogs, and websites.
2. Student’s reading ability has a positive impact on their writing. “Reading becomes more and more and more important to students’ writing development as they gain proficiency in English.” (Wright)

Independent Reading Lesson Map

1	Foster	Foster a love of reading by modeling through daily read-alouds
2	Teach	Teach students how to select books for independent reading.
3	Build	Build students' stamina for reading independently by increasing daily independent reading time.
4	Gather	Gather small groups or confer with students one-on-one as they read independently.

Ch 6: Independent Reading

Instructions:

1. Discuss the guiding question.
2. Discuss Ch. 6 and as a group decide on your top 3 most important takeaways/highlights/strategies that you can use with your students or concepts to share with other teachers.
3. Write the top 3 down on the first column in the padlet.
4. Please include your names and districts when you write down your ideas.

Guiding Question:

What are some specific books or resources that you think have worked well for your English Learners?

Questions/Comments?

See you at our last session:

Wed, December 1st: 4-5:30pm (ch. 7-9)

Thank you so much for your time!

Evelyn Paz Solis

Title III Coordinator

ML/EL instructional specialist

Office of Public Instruction

evelyn.paz@mt.gov