

EARLY FLUENT GUIDED READING for ELLS

Levels H–M, 18+

STEPS	SCAFFOLDING FOR ALL STUDENTS	<i>CONSIDERATIONS FOR ELL STUDENTS IN ADDITION TO COLUMN 2</i>
<p>1. Select a book.</p>	<p>In selecting a book, the teacher considers if the text:</p> <ul style="list-style-type: none"> • provides opportunities for students to work on focus skills and strategies; and • balances the level of the text with the difficulty of the intended learning (e.g., for unfamiliar concepts, students need simpler language; for sophisticated strategies, students need simpler text). <p>The teacher plans how to chunk the text strategically to scaffold students' use of strategies. The text is at the instructional or independent level of students' reading, depending on the complexity of the strategies and concepts being addressed.</p>	<p><i>Texts for ELLs should:</i></p> <ul style="list-style-type: none"> • <i>be short texts (e.g., short series books, magazine articles or stories) vs. longer chapter books;</i> • <i>contain new concepts with strong contextual support, but also build on students' background knowledge;</i> • <i>contain some unknown vocabulary with strong contextual support;</i> • <i>have straightforward literary structures;</i> • <i>have comprehensible language (avoid books with idiomatic language, such as Amelia Bedelia or Deputy Dan);</i> • <i>have cultural relevance, if possible; and</i> • <i>continue to build student understanding of different genres.</i>
<p>2. Introduce the book.</p>	<p>The teacher activates students' background knowledge by having them make predictions and ask questions, based on the cover, title, author, genre, etc.</p>	<p><i>In introductions for ELLs, the teacher might:</i></p> <ul style="list-style-type: none"> • <i>use pictures or realia to activate and/or build background knowledge;</i> • <i>strategically implant difficult vocabulary students will encounter in the text;</i> • <i>provide multiple opportunities for students to talk (students may turn and talk in their own language);</i> • <i>provide comprehensible input during the overview of what happens in the story (fiction) or what they will be reading about (nonfiction);</i> • <i>if necessary, do a "picture walk" that models language structures and vocabulary from the text and helps students construct meaning; and/or</i> • <i>if necessary, have students practice unfamiliar language structures.</i>

<p>3. & 4. Read and discuss the book, emphasizing the focus strategy.</p>	<p>Before reading: The teacher and students discuss the focus strategy they will use during reading. (<i>“Today when you are reading, think about how you infer that the character is different at the end of the story from the beginning.” “Today when you are reading, think about what you know about skateboarding and what new information you learned. Put a post-it next to new information.”</i>)</p> <p>During reading: The teacher guides students as they read the text silently, in strategic chunks (paragraph by paragraph, page by page, etc.), stopping along the way to discuss new learning, questions, and comments.</p> <p>After reading: The teacher uses high-level questions to engage students in discussion, using Accountable Talk moves. Students find evidence in the text to support what they say. (<i>“What new information did you learn about firefighters? How is that similar to what you knew already?”</i>)</p> <p>Most of the strategy work at the Early Fluent Level is comprehension-based and takes place here, although there may be some work on strategies for figuring out large words.</p>	<p><i>Early Fluent Guided Reading is a continuous process of talking about what students are going to read, reading a chunk of text, discussing what they read, then continuing to the next chunk of text. For ELLs, it will be important at all steps of the process to:</i></p> <ul style="list-style-type: none"> • <i>focus strongly on comprehension (getting the gist and going beyond) before, during, and after reading;</i> • <i>incorporate wait time to allow students to process in their first language before responding in their second language;</i> • <i>allow students to talk about key predictions, concepts, and/or ideas in the text in their first language if necessary; and</i> • <i>elicit language as well as extend and build on student language to support the development of academic language.</i> <p><i>If students need word work, 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 book.</p>	<p>Students may:</p> <ul style="list-style-type: none"> • respond in writing to the reading in response journals; • use graphic organizers to develop concepts, such as story structure, character development, nonfiction text structures, and comparison of texts; and/or • read related texts and compare and contrast them. <p>Texts may be related in different ways: theme, characters, genre, author, or subject.</p>	<p><i>When thinking about extensions for ELLs:</i></p> <ul style="list-style-type: none"> • <i>The teacher may provide scaffolding and modeling of the expected writing extension by creating a response together on chart paper together before students do so on their own.</i> • <i>The teacher may provide time for students to orally rehearse what they will write with one another before sending them off to write independently.</i>