

Effective Interactions during Reading with English Language Learners

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Ex.Level 2-A

That dog is going to be my brothers.

That **big** dog **over there** is going to be my brother's.

The truck was my father's.

That old truck **in there** used to be my father's

If children have been slow to acquire speech, or have been offered fewer opportunities to hold conversations (for many different reasons)...there can be limitations in the grammar they control which might mean that they have difficulties with comprehending oral and written language.

Such children may not have control of some of the most common sentence structures used in story book English and therefore are unable to anticipate what may happen next in the sentences of their reading texts.

Becoming Literate, pg. 38

Opportunities during familiar reading

- Phrasing and fluency
- Demonstration
- Praising
- Processing
- Meaning
- Conversation
- Successful reading
- What did she have an opportunity to practice?

OK-pick a book for me OK?	
	One day I went to play with Abby. The gate was open was not there, not in her yard. She was gone.
Let's see- where Abby has gone to.	I looked in the shed, she was not there. I looked behind the shed. She was not there. Where was Abby?
Are they-it sounds like they're worried, right? So how are we going to read that? Where was Abby?	
	Where was Abby?
That's right-where was Abby. They're worried.	
	I looked behind the garbage can. She was not there. I looked in the bushes. She was not there. Where was Abby? I walk home. I was very sad. I could not find Abby. Abby was gone.

Can you try that again for me right here?	I walkED/walked home. I was very sad. I could not find Abby. Where was Abby? Abby was gone.
Did that sound like a question to you? Where was Abby?	Yeah.
Yes, it did. It sounded right the second time. Where was Abby? Abby was gone	
	Then I saw Abby. She was at my gate. I couldn't found Abby because she came to play in my yard
So he found her but she was back in his own yard. That was silly! Let's see, I want you to think about this right here. You said "I couldn't found Abby because she came to play in my yard. I couldn't found Abby. Does that sound right to you? I couldn't found?"	<i>Shakes head-no.</i>
Ok, let's try that again and make it sound right	
	I could not find Abby because she came to play in my yard.
That sounds right doesn't it? " I could not find. "	<i>Nods yes.</i>
Good. Because what you said looked right but you need to make sure it sounds right in our heads too. Right? Ok-pick another book for me.	

Running Record Teaching Points

- Depends on your child's strengths and weaknesses
- Echoes across the lesson-your focus
- **Sources of information used/neglected**
- **Comprehension- conversation**
- **Phrasing and fluency**
- Praising- succinct, genuine
- Processing

New Book Orientation

- Develop schema and vocabulary
- Repeat the structures
- In higher level texts:
 - Explicitly explain idioms
 - Model complex structures
- Develop meaning over time
 - During introduction
 - During first reading
 - Subsequent readings

Questions to Guide Book Selection for ELL Children

Does the book:

- use language structures that match the child's level of oral proficiency, becoming more complex over time?
- have a story based on the child's personal knowledge or experience?
- use language structures that the child has had the opportunity to write?
- support strategic literacy development?

Questions to Guide Book Selection for ELL Children

Does the book:

- have sufficient text on which the child can engage in problem solving?
- have sufficient text on which the child can practice fluent reading?
- represent ethnic, cultural, and language diversity in a way that values all persons?

Questions to Guide Book Selection for ELL Children

Will the book:

- help establish new competencies?
- be interesting/enjoyable to the child?
- ensure a successful experience for the child?

Adapted from Anderson (2004) and Clay (2005b)

Setting Priorities

“What the teacher will do is set some priorities as to which kinds of new learning she will attend to -- just one or two things -- and let the other behaviours that were incorrect go unattended at this time.”

(RR GB p. 15)

Book orientation to *The Photo Book*

T: Do you have photos of your family at home?

A: Like pictures?

T: Yes, pictures. In this book they are called photos. You say that.

A: photos

T: Do you have those photos in a book?

A: Some of them.

**T: Well, in this story we are looking at a family's photo book. The
Look. Mom is in the book. You say that.**

A: Mom is in the book.

**T: Write *here* (a known word in writing vocabulary)
(Child writes *here*.)**

**T: Show me that word on this page, and this page? Good job!
Look, even Teddy Bear is in the book. Where does it say Teddy Bear?
(Child points to the words.)**

**T: That's funny—Teddy Bear is in the book, too!
Now you read it.**

Book orientation to *And I Mean It, Stanley*

T: This book is called ‘And I Mean it, Stanley.’ The boy in the story is working hard to make things he says he doesn’t want Stanley to see. Let’s look at it.

A: Where is Stanley?

T: I don’t know. Let’s look and see.

A: He’s talking by himself! There is no one there! He’s making lots of stuff.

T: Yes, he says he’s making a “truly, great thing”. Where does it say that?

(Child points.)

T: He does say he wants to play “all by myself.” So, you’re right. It does look like he wants to be alone.

T: I wonder if he really doesn’t want Stanley to play with him.

A: I don’t think so. I think he’s just pretending.

T: You are really using those pictures to help you!

A: OH! Stanley’s his dog! He’s playing with his dog!

T: You read it and see!

Opportunities during new book

- Phrasing and fluency
- Demonstration
- Praising
- Processing
- Meaning
- Conversation
- Successful reading
- What was the *new learning*? One or two new things?

Lesson Reflection

- Does the level of structural complexity match in reading and writing?
- Are there “echoes across my lesson?” In other words, does my emphasis and prompting during reading match with what I’m prompting for during writing?
- Has the student produced a variety of sentence types?
- Am I providing a variety of books (genres, structures, concepts, fiction/nonfiction)?