

Intervention: Reading Strategies for ELLs

Basic Principles for Independent Reading (Intermediate Grades 7-8; High School Grades 9-12)

- ***A sustained period of time is set aside each day for independent reading.*** Some teachers begin class with independent reading and love the settling effect it has on the students. Time devoted to independent reading will depend on the length of your class period. It can vary from ten to fifteen minutes at the beginning of the year to as much as forty-five minutes at the end.
- ***Everyone reads, including the teacher.*** The only model for reading enjoyment some students will ever see is their teacher.
- ***Students choose their own reading materials.*** They must therefore have access to materials they can read and that interest them.
- ***The reading environment is quiet, relaxed, and comfortable.*** Depending on your and your students' preferences, it need not be silent, but it does need to be peaceful.
- ***The focus is on enjoyment.*** Although this is a time for students to practice reading strategies and learn new information, the main purpose is reading for pleasure.
- ***Students keep a record of books and genres read.*** Asking students to include genres as well as titles and authors helps keep the teacher, the students, and their families aware of reading preferences and lets the teacher know when she/he may need to encourage students to "balance" their reading diets. Students can also rate the books, based on their own or some other agreed-on rating scale.
- ***Written responses are only required some of the time.*** Knowing you will have to write a report on what you've read makes reading far less enjoyable.
- ***There is time for sharing and recommending books.*** Hearing about books others love makes us want to read them too.
- ***Students must have books with them at all times.*** Students should be expected to carry books back and forth between school and home. If you have perpetual forgetters, help problem solve with them. Negotiate strategies to help them remember: writing a reminder note, putting the books in their backpacks before going to bed, placing the book next to their lunch.

Of these principles, reading for pleasure is the most important. Unless they enjoy what they're reading, students will be disengaged and uncommitted. When educators value and model free reading and take the time to ensure that all students are engaged with interesting books, the dividends are rewarding for everyone involved. Adapted from *Conversations* by Regie Routman

From:

<http://cms.springbranchisd.com/Middle/ReadingInstruction/EstablishingRoutines/IndependentReading/tabid/1537/Default.aspx>

Intervention: Reading Strategies for ELLs

Capitalizing on similarities and differences between Spanish and English by AdLit (2007) (All Grade Levels)

Fortunately for Spanish-speaking English language learners (ELLs), there are many similarities between English and Spanish.

First of all, both languages use the Roman alphabet. That knowledge helps build a phonemic and phonics foundation.

Secondly, 30% to 40% of all words in English have a related word in Spanish. With similar sound, appearance, and meaning, these cognates help students transfer that word knowledge into their second language. ([Click here](#) to learn more about cognates).

Thirdly, except for a couple of word order exceptions (adjective before noun in English and noun before adjective in Spanish), sentences in both languages have the same basic structures (as compared to English and Chinese or other non-Latin derived languages).

And fourth, learning to read and write uses the same basic processes (phonemic awareness, decoding, fluency, comprehension, writing mechanics).

When teachers and students know these basic similarities between the two languages, it saves time and guess work as students transfer their knowledge of Spanish literacy into English literacy.

Phonemic and phonological differences between Spanish and English

There are also some differences between the two languages that may interfere with English pronunciation (phonemic differences) and with decoding or spelling (phonological differences).

Perhaps the greatest difference between English and Spanish is that Spanish has only five vowel sounds while English has more than 14, depending on regional dialects. This is the reason Spanish speakers have difficulty differentiating between vowel phonemes in words like seat and sit. Both phonemes are pronounced differently from the Spanish sí (yes), which is pronounced somewhere between those two English phonemes. These differences also affect students' spelling. Here are some other examples of possible interference from Spanish:

Here are a few differences between Spanish and English:

- The consonants: *v, ll, h, j, r, rr, z, ñ, x*
- Combinations in Spanish that are pronounced differently: *que, qui, güe, güi*. For example: the *u* is not pronounced unless it is written as *ü*; therefore, students may not be sure how to pronounce words like *queen, quiet, or quick*
- Quotation marks vs. dashes: "Come here," he said. –Ven aquí–le dijo.

Spanish does not have the following sounds (listed by category):

- Vowel digraphs: *ou, ow, eigh, au, aw, oo*
- Consonant digraphs: *sh, th, wh, ph*
- Consonant blends: *sl, sm, sts, scr, spr, str*
- Initial sounds: *kn, qu, wr, sk*
- Final sounds: *ck, ng, gh*
- Endings: *-ed* (pronounced /d/ or /t/ or /ded/ or /ted/)
- Endings: *-s* (pronounced /s/ or /z/ or /ez/ or /es/)
- Endings without a vowel: *-ps, -ts*
- Suffixes/prefixes: *un-, over-, under-, -ly, -ness, -ful, -est*
- Contractions: *don't, isn't, weren't, etc.*

Strategies for Spanish-speaking ELLs

- Point out differences when you introduce phonemic awareness activities (distinguishing sounds) by showing students how to make those sounds. Say to students, for example:

To make the sound for /sh/ in *ship*, pronounce it like the Spanish /sh/ by letting air out between your teeth. Notice how you can stretch the /sh/ sound until you run out of air. But, to make the sound /ch/ in *chip*, you touch the top of your mouth with your tongue and let the air out with a little explosion. Notice how you cannot stretch that sound.

- Spanish speakers have difficulty distinguishing the ways to pronounce the final -s in plurals and third person. Give students examples for each as follows:

"We pronounce it /z/ when the word ends with..."

Final Letter Plurals He, She It

B	mobs	grabs
G	bugs	brings
V	caves	loves
D	parades	slides
M	jams	slams
N	vans	bans
L	dolls	calls
R	doors	stars
W	cows	sows

"We pronounce it /s/ when the word ends with..."

Final Letter Plurals He, She It

P	caps	stops
K	tasks	asks
T	dots	pats
F	puffs	stuffs

"We pronounce it /iz/ or /is/ when the word ends with..."

Final Letter Plurals He, She It

S	glasses	passes
CH	matches	watches
SH	dishes	washes

- Spanish speakers have difficulty distinguishing the ways to pronounce the *-ed* in past-tense verbs. Give students examples for each as follows:

"We pronounce it /d/ when the word ends with..."

Final Letter Past Tense

B	mobbed
G	begged
V	loved
M	jammed
N	banned
L	called
R	starred
W	sowed

"We pronounce it /t/ when the word ends with..."

Final Letter Past Tense

P	stopped
K	asked
S	passed
F	stuffed (and laughed)

"When the word ends with *t*, it sounds like /tid/ as in *patted*."

"When the word ends with *d*, it sounds like /did/ as in *added*."

- Spanish speakers may leave out word endings when saying or spelling a word. For example: *restauran* instead of *restaurant*; *end* instead of *ended*. They may also have problems spelling words that contain the consonant blends, initial sounds, and final sounds listed in the box above.
- Additionally, students might substitute:

- *ll* for *y* (because *ll* is the nearest sound in Spanish. For example: *llelow* instead of *yellow*.)
- *j* for *h* (because *h* is silent in Spanish, they might use *j*. For example: *jope* instead of *hope*.)
- There are also some differences in question and sentence structures between both languages.

Do you want to go to the movies tonight?

Question markers ¿Quieres ir al cine esta noche?

(Spanish speakers will likely leave out *do*)

white horse

Adjective-Nouns caballo blanco (horse white)

(Spanish speakers will often use the adjective after the noun)

With these similarities and differences in mind, pay close attention to your Spanish-speaking ELLs' written and spoken "errors." When you recognize a student saying *horse white*, for example, point out that in English the noun and adjective are reversed: *white horse*, *brown cow*, etc. Once ELLs understand these patterns, they will begin to apply them on their own to new situations.

(For a complete list of References, see the article at the link below.)

From: <http://www.adlit.org/article/14092>

Intervention: Reading Strategies for ELLs

Fifteen Ways to Enhance Independent Reading and Build Students' Motivation, Fluency, Thinking at the Same Time! (Intermediate Grades 7-8; High School Grades 9-12)

With all the focus on test preparation, I think we have “misplaced” one of the most important test preparation strategies we have! Independent reading and classroom libraries need to be at the heart of our instructional practices. Nancie Atwell used the term “literary gossip” to describe that “sitting-round-table-kind of literary talk. In her first edition of *In the Middle* (1982), she encouraged us to build classroom libraries and engage students in a sea of conversation about our individual and corporate reading. It is still important to build classroom libraries however we can, using entitlement funds, grants, PTA/PTO money, book club bonus points, etc. Once libraries are established, we simply weave independent reading in creative ways into our days. Some suggestions for carving a place out for independent reading include:

1. Help students set six- or nine-week goals . . . by number of pages! Example: 250 pages by September 19th. Allow students to carry over pages beyond the goal.
2. Study book reviews as a genre; have students write and share their own. Post in the room or have students create a monthly literary newsletter.
3. Dedicate one day each week or one day every two weeks for book talks. Have students meet in groups of 3 – 5 so that time won't be an excuse for not doing it. Circulate during discussion and intervene only as needed. Provide a focus for discussion if you want to give opportunities for students to use a current instructional concept, skill, or strategy.
4. Arrange 5-minute conferences with students on at least one book per grading period. Suggested format:
 - Why this title?
 - What do you infer about the author's purpose for writing?
 - Did you like the book? Why? Why not?
 - If you could reduce the book to one word, what would it be? (Theme?)
 - Read me a favorite part, scary part, moving part, etc.
 - Would you recommend the book? Why? Why not? For whom?
5. Have a “Collected Words” board on which students post words. Every two to three 3 weeks, discuss the words and their meanings and use in that particular text.
6. Encourage sticky notes and/or the use of bookmarks that can be placed inside the book to hold thinking and fuel discussion. Examples include: Character Development, Turning Point, Description of Setting, Great Metaphor, etc.
7. Share your own reading regularly. Read a snippet of your current book. (Be appropriate, however!)
8. Pair up with another class. Arrange a book convention once a grading period. Have students meet in small groups, by genre, to share their reading.
9. Have students leave a sticky-note message in books for the next reader.
10. Arrange books by genre and ask students to consider one book or text that represents a different genre each grading period.
11. Encourage Readers Theatre, Tableaus (dramatic scene enactments), alternate retellings in a different genre (narrative told in expository form), etc.
12. Initiate author studies.

13. Have a “Starbucks” day and allow students to bring their favorite beverage for consumption during independent reading.
14. Invite parents to discuss the importance of reading, read a book, and consider donating a book to the classroom library.
15. Have students share the book “that changed their life.” Create a class book, with each student adding an entry, each year and use it to begin the school year.

<http://cms.springbranchisd.com/Portals/18/Curriculum/Middle/Read/Lessons/Fifteen%20Ways%20to%20Enhance%20Independent%20Reading.doc>

Intervention: Reading Strategies for ELLs

Reading Alouds (All Grade Levels)

Having been read aloud to by teachers, parents, and other experts has long been viewed as a critical factor in a student's becoming a successful reader. Being read to helps students:

- Enjoy reading
- Develop a sense of how stories work
- Build a rich vocabulary
- Predict
- Comprehend and know
- Understand literary language
- Acquire grammar
- Notice how authors write
- Listen better
- Read more

These benefits are true for students of any age, for second-language learners, and for reluctant readers. Yet, in general, reading aloud at school and at home decreases as students get older.

It is wonderful-even enthralling-to be read aloud to by an enthusiastic reader. The joy of literature and the fun of being hooked by a good book know no age limits. In addition to exposing us to the pleasure of reading, being read aloud to brings us in contact with books and genres we might otherwise miss as well as with rich, complex lives outside our own experience. Students, too, can listen to and understand books, concepts, and vocabulary they are not yet able to read on their own.

We must continue to be role models with regard to this crucial activity. In secondary classrooms, where only a few minutes at the beginning of a period may be available, poems and excerpts are a good compromise. Don't miss a day. The payoff is huge for you and your students. The time spent is pleasurable, little preparation is necessary, discipline is rarely a problem, and students are cementing positive attitudes toward reading.

Reading Aloud as an Opportunity to Demonstrate and Value Reading

Reading aloud is a perfect way to demonstrate the joy of a good book. There is no best way to read aloud. Be sure that you love the book, have read the material in advance, and read with expression. You might set the stage by talking about the author, the genre, the topic or theme, and the audience. Sometimes you might read a story all the way through. Other times you might stop at logical junctures and ask for predictions. With picture books, be careful to show and value the illustrations.

Our students cherish the books we read aloud. Therefore, our daily read-alouds need to include various genres, not just fiction. It's a good time to make connections with other areas of the curriculum see. Reading series books aloud can turn kids-especially developing readers-on to reading. Repeated readings of favorite books and poems

encourage students to seek these materials out to read on their own. Also, consider offering students a choice: briefly describe several titles, and let the class vote on which one they want to hear. Some teachers also have students keep track of books read aloud as part of their total reading record.

Students are never too old to be read aloud to.

For read-aloud resources, see Jim Trelease's books *The Read-Aloud Handbook* and *Hey! Listen to This*.

Information on this page adapted from *Conversations* by Regie Routman

<http://cms.springbranchisd.com/High/ReadingInstruction/EstablishingRoutines/ReadAloud/tabid/1641/Default.aspx>

Intervention: Reading Strategies for ELLs

Shared Reading (Intermediate Grades 7-8; High School Grades 9-12)

During shared reading, readers follow along in the book as a fluent reader reads aloud to them. This is not a time for traditional round-robin reading where each student reads a paragraph in turn. This is a time for students to experience the beauty of language and consistency of voice as demonstrated by a reader who has practiced reading in public. Teachers who are not comfortable reading aloud themselves often use professionally recorded books for this purpose. Two important aspects of shared reading: readers are invited into the magic of story and at the same time learn the important concepts of story grammar. Skills students can gain from shared reading include:

- demonstrate reading fluency;
- derive enjoyment and information from reading;
- build background knowledge;
- build content knowledge;
- anticipate content;
- discover conventions of print and features of text structures;
- hear models for the writer's craft;
- increase word knowledge and language play;
- develop and internalize self-questioning;
- demonstrate effective use of reading strategies;
- build word knowledge;
- foster personal text connections.

There are certain characteristics that help make rich shared reading experiences regardless of your instructional purposes. The first element that often secures the interest of students is a text that invites personal connections by students. Whether you are reading a text to experience the beauty of the language or for its content, readers are more likely to enjoy and learn from the experience if they can make personal connections. The second element that tends to make a strong text is one that creates an intense emotional experience for the reader. The emotion might range from intense humor to shared pain, confusion to satisfaction at questions answered. Rich language that creates visual images is the third element that is characteristic of effective shared texts. A final characteristic that should permeate most shared texts we use with children and adolescents is expanding the readers' worlds. As we are choosing shared texts to read with our students, even for struggling readers, we can choose texts that challenge their thinking and enlarge their worlds. The approach of shared reading provides a great deal of decoding support, which allows the brain to do the cognitive work of reading a world larger than that we have experienced.

Information adapted from *There's Room for Me Here* and *On the Same Page*, both by Janet Allen

From:

<http://cms.springbranchisd.com/Middle/ReadingInstruction/EstablishingRoutines/SupportedReading/SharedReading/tabid/2572/Default.aspx>

Intervention: Reading Strategies for ELLs

What Does Research Tell Us About Teaching Reading to English Language Learners? by Suzanne Irujo in AdLit (2007) (All Grade Levels)

As a classroom teacher, I was largely ignorant of, and definitely suspicious of, research. I believed that researchers could make their studies come out any way they wanted them to, and that a good teacher who reflected on her own teaching knew much more about how to be effective with her students than any researcher did. Later, as a university professor, I learned how important good research can be, and how difficult it is to do really good experimental research in a field such as education, where it is impossible to control all the variables.

For that reason, I was pleased in 1997 when Congress funded the National Reading Panel (NRP) to evaluate research about teaching children to read. The panel's charge was to review existing studies, choose those that were well designed and well implemented, and synthesize their findings. The results were published in 2000 (National Institute of Child Health and Human Development, 2000), and became the basis of the Reading First grant program included in the *No Child Left Behind* legislation of 2001. Although there was initially a good deal of controversy about the findings of the report, all U.S. elementary school teachers were soon very aware of the five "essential elements" of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Teachers of English language learners (ELLs), however, were left to wonder if and how the findings of the NRP applied to their students. How do you teach phonemic awareness and phonics in English to students who can't yet hear and distinguish the sounds? How do you teach fluency to students whose control of the structures of the English language is still limited? How do you teach them grade-level vocabulary when their vocabulary knowledge starts so far behind that of their English-speaking peers? How do you teach reading comprehension in English when they don't yet comprehend the English language?

Now there appears to be help. In 2002, the U.S. Department of Education funded the National Literacy Panel on Language Minority and Youth to survey, select, and synthesize research on teaching language-minority students to read and write. Their report was published recently (August & Shanahan, 2006).

How much help will this report provide for teachers of ELLs? A preliminary review of the Executive Summary (August, 2006) and the section of the full report on "Educating Language Minority Students" reveals these four potentially important general recommendations:

Literacy in the native language is an advantage.

We already knew this (see, for example, Collier & Thomas, 1997), and it doesn't help teachers working in situations where literacy instruction in the native language is not possible.

Substantial coverage of the five essential elements of reading instruction helps.

However, this finding is based on only 14 studies that looked at instruction of the essential elements of reading with ELLs. Because of the small number of studies, this recommendation is based on the fact that there is nothing in these 14 studies that contradicts the findings of the numerous studies of native speakers that were reviewed by the National Reading Panel. Also because of the small number of studies, no specific practices could be advocated for teaching the essential elements of reading to ELLs.

Reading programs for ELLs should include intensive language development as well as instruction in literacy strategies and skills.

This recommendation is not based specifically on the research, because there were no studies that addressed the inclusion of intensive language development in reading instruction for ELLs. It is instead a hypothesis drawn from several other findings: (1) native speakers benefit more from instruction in the essential elements than do ELLs; (2) ELLs with greater language proficiency benefit more from instruction in the essential elements than do those with less proficiency; and (3) instruction in the essential elements with ELLs has a greater effect on decoding and fluency than on comprehension.

Instruction needs to be adjusted to meet the needs of ELLs.

The report, however, states that there is not enough research to be able to identify specifically how those adjustments should be made. I could find only seven specific suggestions that would be useful to teachers of reading classes that include ELLs:

- Provide additional work on English phonemes that are not present in the students' native language.
- If students are literate in their native language, focus on differences between that language and English, with less attention given to elements that will transfer.
- Provide extra practice in reading words, sentences, and stories.
- Use cognate words in the native language as synonyms when teaching vocabulary.
- Identify and clarify difficult words and passages.
- Consolidate knowledge of the text through the use of summaries.
- Find appropriate ways to use the native language.

These seven findings do not constitute a reading program for ELLs. We obviously need much more research. However, given the fact that teachers cannot wait until research catches up with their needs in order to implement effective practices with their ELL students, I think it is important to look not only at the research that is available, but also at what experienced, reflective teachers of ELLs (and observers of those teachers) consider to be best practices. The rest of this article will discuss the implications of available research on instructional practices in the teaching of the five essential elements of reading to ELLs, based on the findings of the National Literacy Panel as much as possible, but also drawing on information from reliable sources such as *The Knowledge Loom: Spotlight on Elementary Literacy* (The Education Alliance at Brown University, n.d.), as well as my own experience.

Phonemic Awareness

Phonemic awareness is difficult for ELLs because they may not yet have enough experience with English to be able to distinguish sounds that differ from those of their native language. There are three aspects of phonological awareness when learning to read in a second language that are important for teachers of ELLs to remember and incorporate into their instruction:

ELLs cannot develop phonological awareness in English until they are familiar with the sounds of English.

This means that before explicit instruction in phonological awareness begins, children should have extensive experiences with fun and appealing songs, poems, chants, and read-alouds that will allow them to hear and reproduce the sound patterns of English.

Once explicit instruction has begun, modifications must be made to allow for more practice with sounds that can potentially cause confusion.

These are sounds that either don't exist in the native language (most of the short vowel sounds of English don't exist in Spanish, for example), or sounds that are perceived as different in English but the same in the native language (such as /r/ and // for speakers of Japanese, or /b/ and /v/ for speakers of Spanish). Because these differences vary from one language to another, teachers will have to become familiar with which sounds of English will need extra practice, depending on the language backgrounds of their students.

Once phonological awareness has developed in any language, it transfers to other languages that are learned.

Therefore, students who are literate in their native language will not need to develop this skill again in English; they will only need to become familiar with the sounds of English and to learn to discriminate sounds that are different between their native language and English.

Phonics

Phonics can be problematic because ELLs often have difficulty discriminating between similar sounds, and because the English language does not have a regular system of correspondence between letters and sounds. Here are some issues related to phonics instruction for ELLs, with discussion of their implications:

Systematic phonics instruction can be very effective in helping ELLs, even those at fairly low levels of language proficiency, learn to decode words.

However, this skill does not facilitate reading comprehension if students' oral language proficiency is not developed to the level of the texts they are expected to read. For this reason, reading instruction should be combined with intensive development of the oral language needed to understand the text.

The most effective reading programs for ELLs combine systematic phonics instruction with a print-rich environment that provides exposure to appealing reading materials in varied genres.

Skills practice that is embedded in meaningful texts helps ensure that decoding skills don't progress beyond students' ability to comprehend the text.

Many of the components of phonics instruction need to be modified to meet the particular needs of ELLs.

For example:

- Before phonics instruction begins, students must have the phonemic awareness skills they need in order to perceive individual sounds in words. This is particularly important for sounds that are problematic because of the native language.
- Teachers must be aware of whether a student's native language uses a non-Roman alphabet or is non-alphabetic. Even if ELLs have had no instruction in reading in the native language, environmental exposure to a different writing system can negatively affect the ease with which they learn to recognize the letters of the English alphabet.
- ELLs must be able to hear and reproduce English sounds with a degree of accuracy commensurate with their pronunciation abilities, before they are taught to make associations between those sounds and particular letters.
- It is helpful to explicitly point out different letter combinations that have the same sound, and provide extra practice with them. Multiple spellings of the same sound can be very confusing for ELLs, particularly if they have had some reading instruction in a language such as Spanish, which has almost completely regular sound-symbol correspondences.
- Teachers must pay attention to the meanings of the words used to teach phonics skills. Teaching students to decode words they don't know only reinforces the idea that "reading" is pronouncing sounds out loud rather than creating meaning.
- Automatic recognition of frequent words is very important for ELLs, whether the words follow phonics rules or not. Although ELLs may develop good decoding skills, their lack of total proficiency in the English language will always slow them down somewhat. Automatic recognition of words can help mitigate this difficulty.

Most ELLs will need additional time to master phonics. Given the need for extra practice to learn to hear and produce the sounds of English, to learn the meanings of the words used in phonics instruction, to learn the multiple combinations of letters that make the same sound, and to learn many more sight words than English speakers need, additional time for phonics instruction should be built into reading programs for ELLs.

Fluency

Fluency is difficult for ELLs because their lack of proficiency in English slows down their ability to decode words and hinders their ability to understand the meanings of the words and how the words combine to produce meaningful sentences and discourse. These suggestions will help teachers adapt fluency instruction for ELLs:

ELLs cannot achieve fluency in oral reading before they have achieved fluency in speaking.

Repeated readings of texts that contain unfamiliar vocabulary and sentence structures will not increase fluency. When working on developing fluency, be sure that students are reading texts that they are familiar with and can understand. Students' own language experience stories are a very good choice, as are read-alouds that students have heard several times and discussed.

ELLs' normal self-consciousness about accents and errors can affect their reading fluency, especially if they are asked to read aloud in front of the entire class.

This effect will be magnified if students are openly corrected or criticized. Fluency practice for ELLs can be facilitated by having them read along with the teacher, or by reading chorally with a group. If individual oral reading is necessary, provide an authentic purpose for the reading (such as a theatrical performance, or delivering information that the rest of the class needs), and let students practice first with a partner.

Decoding skills, fluency in oral reading, and reading comprehension interact in various ways.

The ability to decode words easily is obviously necessary for fluency, and it also facilitates comprehension by allowing the reader to pay more attention to meaning. Comprehension, in turn, facilitates fluency by making it easier to recognize new words. Effective instruction for ELLs integrates these three elements of reading (plus vocabulary learning) into the same lessons using the same text, as each element helps build and reinforce the others, producing a

Vocabulary

Vocabulary is difficult for ELLs; even for quite proficient learners, the extent of their knowledge of vocabulary is only a fraction of what it is for native speakers of English, and the failure to understand even a few words of a text can have negative effects on comprehension. There are many things teachers can do to help ELLs improve their reading vocabulary, including the following:

ELLs need more vocabulary instruction than their native-speaking peers.

If a native-speaking child enters kindergarten knowing about 5,000 English words, and an ELL with no previous exposure to English enters the same class knowing no English words, it's obvious that the same instruction for each of them will not produce the same results. Everything a teacher of ELLs does should revolve around vocabulary acquisition—explaining, demonstrating, drawing, repeating, reading, writing, and playing with words throughout every aspect of instruction.

ELLs need instruction in different vocabulary words than their native-speaking peers.

ELLs lack many of the basic words that native speakers know, so just teaching the vocabulary words that are suggested in the reading materials you are using will not be sufficient. Here are some of the many types of words that need to be explicitly taught:

- words that are crucial for understanding a text;
- words that are encountered in a wide variety of contexts;
- frequently used words that contain word parts (roots, prefixes, suffixes) that can help students analyze other unknown words;
- words with multiple meanings, whether spelled differently (homophones such as *to*, *two*, and *too*) or spelled the same (such as a dining room *table* and a multiplication *table*);
- figurative language and idiomatic expressions;
- academic words that indicate relationships among other words (such as *because*, *therefore*, and *since* to indicate cause and effect).

ELLs need different vocabulary teaching techniques and strategies than their native-speaking peers.

Handing out a list of definitions or asking students to put the words into sentences won't help ELLs learn the meanings of the words. Here are some things to keep in mind:

- ELLs who are literate in a language that has many words that are similar in meaning and form to English words should be taught to recognize these cognates and use them to create meaning.
- The meanings of words are acquired through multiple opportunities to hear, say, read, and write the words in slightly different meaningful contexts. Teachers will have to create these contexts in the classroom, since incidental learning of vocabulary cannot be relied on for ELLs.
- Explicit explanations of unknown words should include contextual support through real objects, pictures or drawings, gestures, examples, demonstrations, or experiments that accompany the verbal explanations.
- The use of context clues to infer meaning is not always successful with ELLs because they may not understand the context well enough to infer an accurate meaning.
- Having to explain what a word means to other students helps develop comprehension of the full meaning of the word.

Comprehension

Reading comprehension is more difficult for ELLs than for native speakers for various reasons. Three of the most important reasons are discussed here:

ELLs are more likely than native speakers to lack the background knowledge necessary for understanding texts.

ELLs' prior educational experiences may have been substandard or interrupted, so reading texts that assume certain prior knowledge becomes difficult. Even for students with good educational backgrounds, cultural differences and culturally based assumptions can result in a lack of background knowledge and thus loss of comprehension. Whatever the reasons for a lack of necessary background knowledge, before asking ELLs to read a particular text, teachers must identify information that is prerequisite for understanding the text, evaluate students' prior knowledge of these prerequisites, and fill any gaps that are found. The best kinds of activities for building background knowledge are those that get students involved in manipulating language and concepts, rather than just receiving information from the teacher. These include experiential activities such as science experiments, classification activities, role playing, previewing a reading and generating questions about it, and sharing predictions about the answers to those questions.

The language level of the text to be read, compared with ELLs' language proficiency, is a major factor in how much they will understand of the text.

Even advanced ELLs and those who have been redesignated as fluent in English will experience difficulty with unusual vocabulary, figurative language, very complex sentence structures, or unfamiliar styles and genres (just as many native speakers of English do). For this reason, the integration of intensive language development with reading instruction is highly recommended for ELLs at all levels of language proficiency.

Reading comprehension instruction for ELLs needs to be modified to address their needs.

Asking ELLs to read the same texts and do the same activities as everybody else will only result in frustration for teachers and failure for students. This is not a matter of "dumbing down" the curriculum or applying different standards. It is a matter of implementing the curriculum at a language level that makes it accessible to ELLs, while at the same time working to develop their oral language so they will be able to comprehend texts at higher levels. Here are some general principles for modifying reading instruction for ELLs:

- Provide as much nonverbal support for reading comprehension as possible, including pictures, diagrams, real objects, gestures, acting, and graphic organizers. The support can be used both for helping students understand a reading passage and for assessment, so students can show what they have understood in ways that are not entirely dependent on verbal ability.
- Explicitly teach comprehension strategies, such as reader-generated questions, summarizing, and monitoring comprehension. Remember, however, that teaching strategies is not enough; students must practice them with texts that are accessible at their level of language proficiency. If students don't experience successful application of the strategies, they won't even try to use them with other texts.
- Plan interactive activities around reading and interpreting texts. Sharing ideas, comparing perspectives, and coming to agreement (or agreeing to disagree) are all ways that students use the language of the text in meaningful ways, and thus progress to higher levels of language proficiency and reading comprehension.

Conclusion

The original intention of this article was to provide specific suggestions for modifying reading programs to meet the needs of English language learners, based on the findings of the National Literacy Panel. Because of the paucity of appropriate research studies, however, the recommendations made in the NLP report are not extensive enough to help teachers build appropriate reading programs for ELLs. I therefore looked beyond the NLP findings and included theory and experience as well as research.

(For a complete list of References, see the article at link below.)

From: <http://www.adlit.org/article/19757>