

The background is white and decorated with several colorful circles and dashed lines. In the top left, there is a large cyan circle with a white center, and a smaller solid cyan circle next to it. In the top right, there is a large lime green circle and a smaller solid green circle. In the bottom left, there is a large green circle with a white center, a smaller solid green circle, and a small orange circle. In the bottom right, there is a large orange circle and a small pink circle. A large yellow circle is partially visible at the bottom right. Dashed lines in cyan, green, and yellow arc across the background.

READING in the EAL/D classroom

A grab bag of ideas and
strategies

A decorative graphic featuring a large, faint dashed circle that frames the central text. Various smaller, solid-colored circles in shades of blue, green, yellow, and orange are scattered around the perimeter of the dashed circle, some overlapping it.

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What this presentation isn't

©Not academic research

©Not theory

©Not JUST about reading

What this presentation is



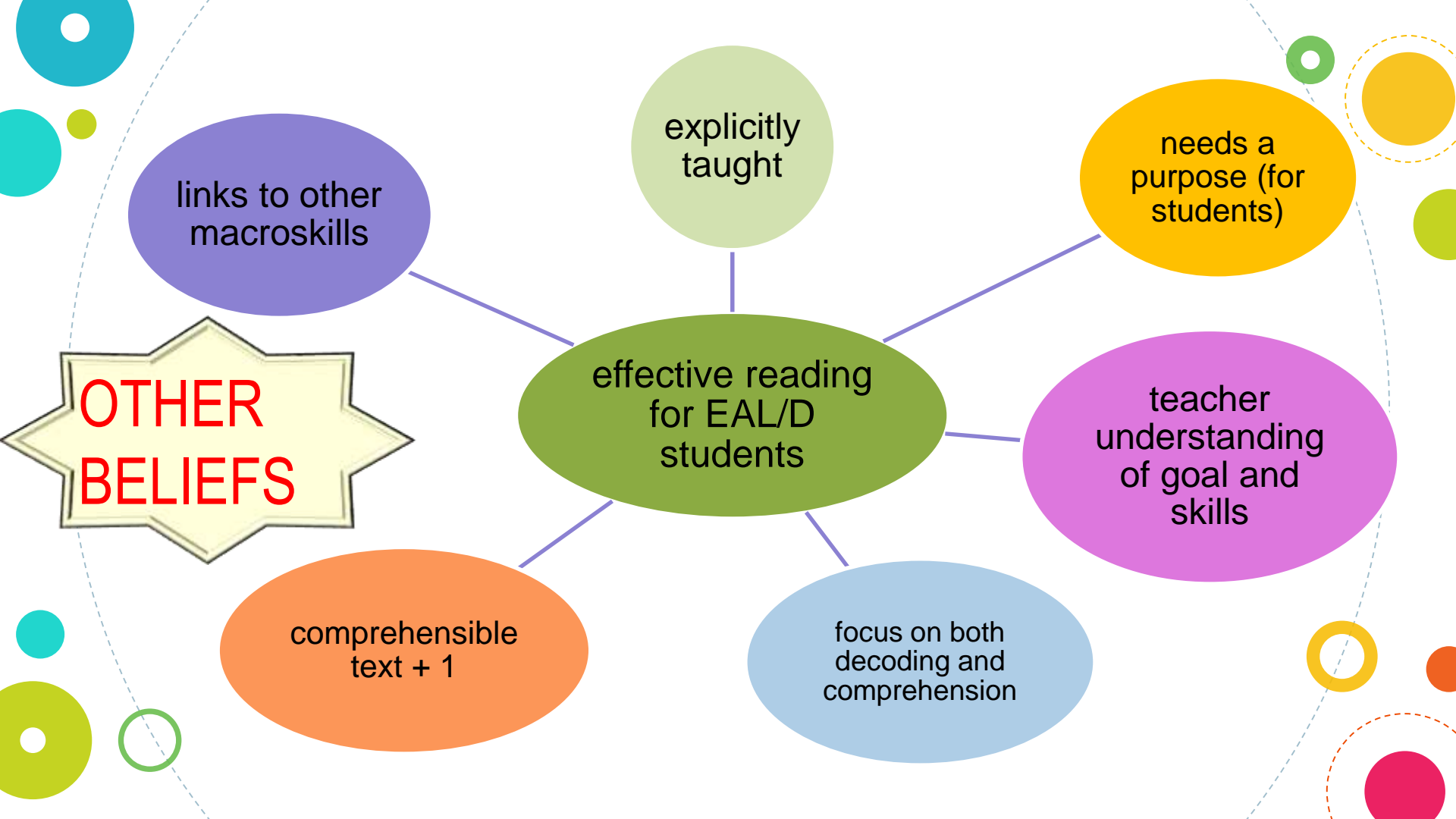
©Practical ideas and strategies which can be integrated into an EAL/D classroom to enhance reading and other macro-skills

A decorative background featuring a large, light blue dashed circle. Various colored circles and arcs are scattered around it: a large green circle at the top left, a large cyan arc at the top center, a large yellow circle at the top right, a large orange circle at the bottom left, and a large yellow circle at the bottom right. Smaller circles in green, blue, orange, and pink are also present.

“

BELIEF

As teachers, we need to create and
exploit opportunities to develop
students' language in use



Reading Skills

Decoding

Knowing the words we read.

Literal

Understanding based on clues direct in the text.

Reorganisation

Understanding when clues are separated in the text.

Inferring

Understanding when clues are implied rather than literal.

Vocabulary

Understanding the meaning of a word in a sentence.

Reaction

Expressing an opinion based the info in the text.

Evaluation

Forming an opinion by bringing in extra information.

Fluency and Expression

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1

Footprinting

WHAT IS IT?

- ⦿ a way of annotating texts using sticky notes placed directly on the text at the spot to identify points/examples/evidence

WHY USE IT?

- ⦿ moves beyond highlighter – can be colour-coded and notes made
- ⦿ allows for engagement with text and focussed reading/comprehension
- ⦿ reduces anxiety as it is easily reversible
- ⦿ allows for collaboration/group work



Decide on your
teaching focus
and text



Decide on the
grouping format -
independently, in
pairs or in small
groups?



Introduce the
focus text, explain
the goal, build the
field (concepts,
vocabulary)



Gather students
for a discussion
of text and for
reflection on
reading strategies



Allow
students to
engage in the
task



Model the process
and discuss reading
strategies to be used
to complete the task.

How does it work?

What makes it effective?

can be used at different levels (simple to advanced) for different purposes

locate directly stated information

- verbatim information e.g. descriptions of a character in a text; reasons for an opinion; facts and statistics
- paraphrased/reworded information e.g. synonyms for a characteristic

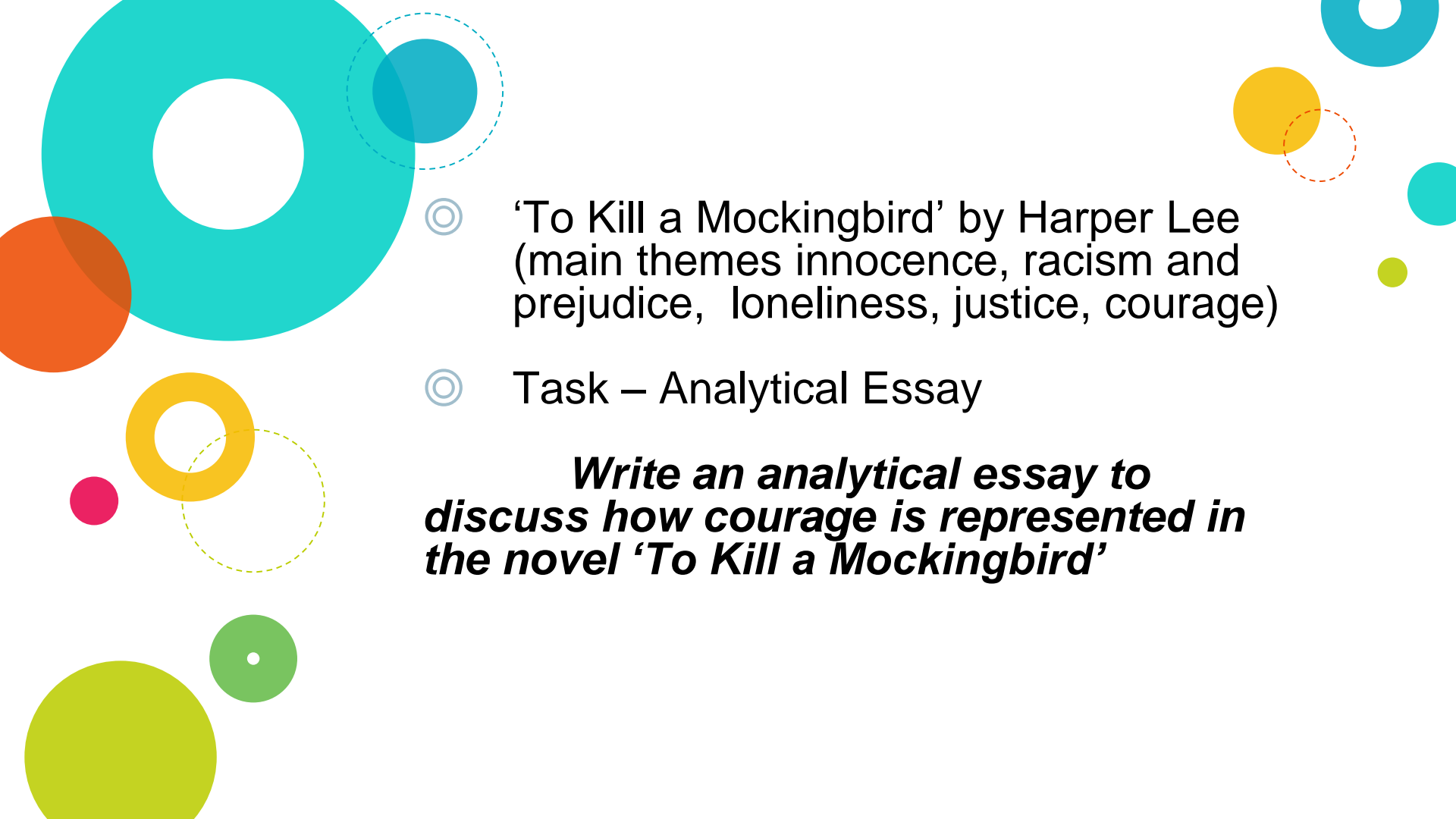
infer

- details across text (identifying details that support an inference, e.g. why is the character scared?)
- embedded information (referencing) – identifying pronouns and synonyms used by author to identify a character e.g.

One classroom example



YEAR 10 ENGLISH

- 
- ◎ 'To Kill a Mockingbird' by Harper Lee (main themes innocence, racism and prejudice, loneliness, justice, courage)
 - ◎ Task – Analytical Essay

Write an analytical essay to discuss how courage is represented in the novel 'To Kill a Mockingbird'

STAGES: BEFORE-DURING-AFTER

BEFORE READING:

- ◎ connect new text to what we already know ('hook'), to create a mental framework for new concepts and ideas

DURING READING

- ◎ be **clear** as to what skills are to be practiced/learned WHILE reading a particular text
- ◎ Consider the best strategy and graphic organizer that would support these skills most effectively

AFTER READING

- ◎ go deeper towards evaluating, applying knowledge/skills
- ◎ try to link the reading to the assessment task whenever possible

The 'WHY' AND 'HOW' of Chapter 9

Why?

To improve fluency, speed and pronunciation

To locate specific detail/information (related to our L/G)

To draw conclusions and determine PoV of the main character

How?

Dramatized reading (audiobook Chapter 9)

- Introduces students to books above their reading level
- Helps with unfamiliar dialects or accents
- Provides a read-aloud model
- Students absorbed as it is read by professional and talented storytellers

Footprinting (using movable stickers to identify and mark relevant details)
Retrieval Chart and Concept Map (to construct support)

Of course they do, Scout.

Then why did Cecil say you defended niggers? He made it sound like you were runnin' a still.

Atticus sighed. 'I'm simply defending a Negro - his name's Tom Robinson. He lives in that little settlement beyond the town dump. He's a member of Calpurnia's church and Cal knows his family well. She says they're good folks. Scout, you aren't old enough to understand things yet, but there's been some high talk around town. The effect that I shouldn't do much about defending this case is a peculiar case - it won't come to trial until the next session. Judge Taylor was kind enough to give us a continuement . . .'

'If you shouldn't be defendin' him, why are you doin' it?'

'For a number of reasons,' said Atticus. 'The main one is, if I didn't I couldn't hold up my head in town, I couldn't represent this county in the legislature, I couldn't even tell you or Jem not to do something again.'

'You mean if you didn't defend that man, Jem and me wouldn't have to mind you any more?'

'That's about right.'

'Why?'

'Because I could never ask you to mind me again. Scout, simply by the nature of the work, every lawyer gets at least one case in his lifetime that affects him personally. This one's mine, I guess. You might hear some ugly talk about it at school, but do one thing for me if you will: you just hold your head high and keep those fists down. No matter what anybody says to you, don't you put your hands on your goat. In fighting with your head for a good one, even if it does resist learning.'

'Atticus, are we going to win?'

'No, honey.'

'Then why -'

'Simply because we were licked a hundred years before we started is no reason for us not to try to win,' Atticus said.

'You sound like Cousin Ike Finch,' I said. Cousin Ike Finch was Maycomb County's sole representative in the Alabama legislature.

inordinately vain. At least once a year Atticus, Jem and I called on him, and I would have to kiss his cheek, which was horrible. Jem and I would listen respectfully to Aunt Alexandra's Cousin Ike rehash the war. 'Tell you, Atticus,' Cousin Ike would say, 'the Missouri Compromise was what licked us. If I had to go through it again I'd walk every step of the way. There an' every step back just like I did before an' I'd whip 'em. We'd whip 'em this time . . . now in 1864, when General Jackson came around by - I beg your pardon, I beg your pardon. Ol' Blue Light was in heaven then, God rest his soul, I'd have brow . . .'

'Come here, Scout,' said Atticus. He drew me into his lap and tucked my head under his chin. He put his arms around me and rocked me gently. 'It's different this time,' he said. 'This time we aren't fighting the Yankees, we're fighting our friends. But remember this, no matter how bitter things get, we'll still our friends and this is still our home.'

With this in mind, I faced Cecil Jacobs in the school yard when he said, 'You gonna take that back, boy?'

'You gotta make me first!' he yelled. 'My folks said your folks is a disgrace an' that nigger oughta hang from the gallows.'

My head on him, remembered what Atticus had said that day. I clenched my fists and walked away, 'Scout's a coward!' ringing in my ears. It was the first time I ever walked away from a fight.

Somehow, if I fought Cecil I would let Atticus down. Atticus so rarely asked Jem and me to do something for him, I could take being called a coward for him. I felt extremely noble for having remembered, and remained noble for three weeks. Then Christmas came and disaster struck.

Jem and I viewed Christmas with mixed feelings. The good side was the tree and Uncle Jack Finch. Every Christmas Eve day we met Uncle Jack at Maycomb Junction, and he would spend a week with us.

A flip of the coin revealed the uncompromising lineaments of Aunt Alexandra and Francis.

I suppose I should include Uncle Jimmy, Aunt Alexandra's husband, but as he never spoke a word to me in my life

Point-of View/Perspective Chart

Character: Atticus

Pivotal event or conflict	Character's thoughts or feelings about this event (what do you think this character is thinking or feeling?)	Evidence from the text (What leads you to believe these are his/her feelings?)
When Scout comes home & asks Atticus if he defends nigger.	He tells Scout that she should not be using the word "nigger".	"... that is common (primitive, backwards, dumb ignorant

Example

P O V

Atticus is a fair person who challenges the fixed, racist attitudes of Maycomb

When Scout comes home from school one day, she asks A if it is true that he defends niggers

A sees this term very offensive / racist & he explains to Scout

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2

Paired Wide Reading



WHAT IS IT?

©combination of

- paired reading
- wide reading
- laddered exposure



WHY USE IT?

©allows everyone to 'have a go' at reading

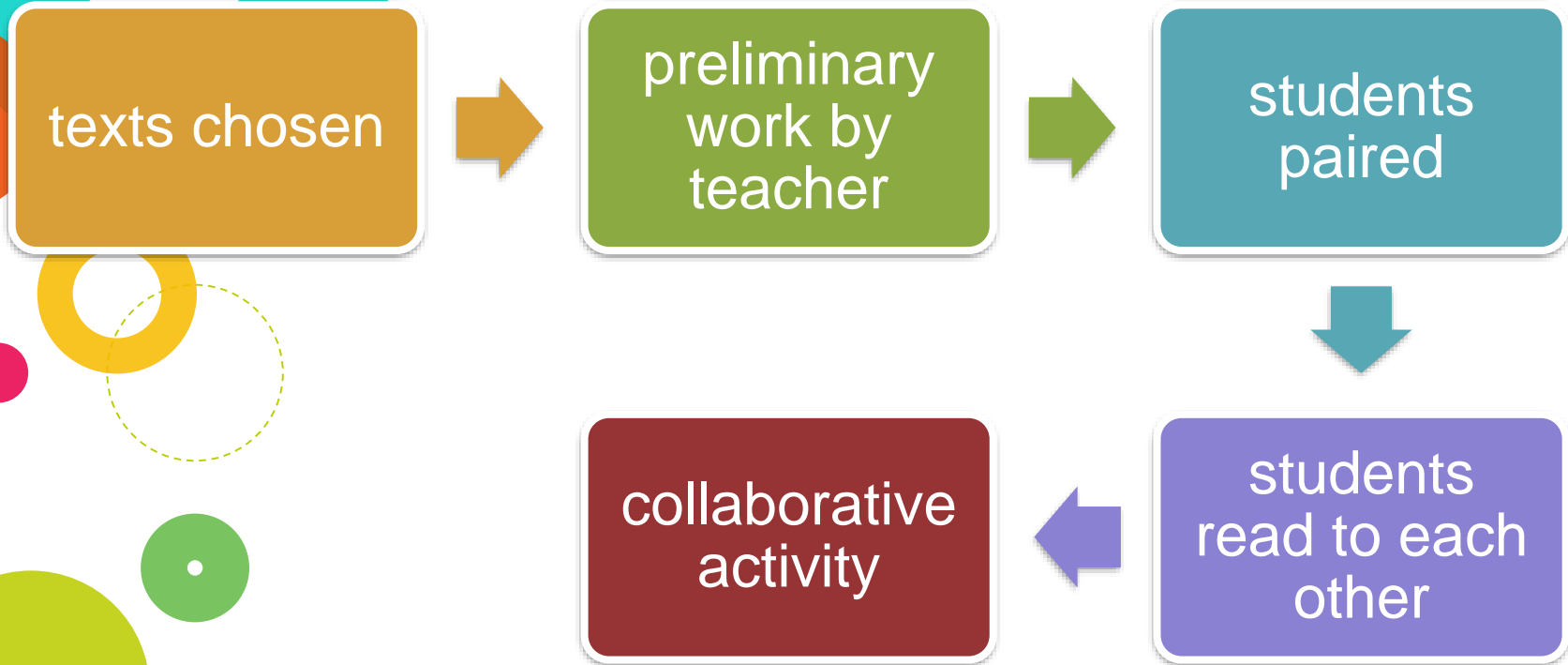
©allows repeated exposure to text/s

©reinforces vocabulary and key concepts

©reduces anxiety in students

©practises decoding and comprehension

How does it work? (simply!)





One classroom example



YEAR 9 HISTORY

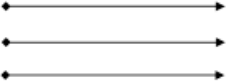

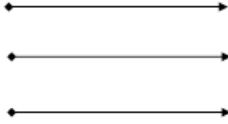


FIRST STEPS

STEP 1

- find three texts on **same topic**

STEP 2

- Assessment of text complexity using evaluation criteria
- considered in relation to knowledge of class cohort
- helps to fully understand the nature of the text especially as the texts need to be layered from easy to high demand

Text Difficulty Considerations	Notes and comments on text, support for placement in this band	Where to place the text within the theme?		
		1. Low demand (Easy)	2. Moderate Demand	3. High Demand (Challenge)
Structure (both, story structure or form of piece)	<p>Texts 1 and 3 are written in paragraphs with visuals to support the key concepts.</p> <p>Text 2 is a summary of most relevant information organized under subheadings.</p>			
Organizational, visual and graphic support for meaning making (e.g. headings, diagrams and other visuals)	<p>Text 3 provides fewer visuals but it is explaining key concepts and ideas in much simpler language.</p> <p>Text 2 – it is a table with bullet points, written in complete sentences. Visual illustrations provided as well as a graph. (Inferring and interpreting skills)</p> <p>Text 1 – More balanced in terms of text vs visuals but the sentence structure and language use is a bit more challenging.</p>			
Sentence length, clarity and complexity (e.g. simple sentences or complex with embedded clauses)	<p>Text 1 – complex sentences with embedded clauses</p> <p>Text 2 - table providing overview of major changes in complete sentences</p> <p>Text 3 - more compound and simple sentences</p>			
Vocabulary difficulty and frequency (How much is unfamiliar? Is word learning supported? Figurative language use?)	<p>All three texts are on the same topic- similar topic related vocabulary repeated in all three texts (good way to reinforce key vocab)</p> <p>Can use Contextual Re-definition and Word Sort</p> <p>(possible categories: people-equipment-processes- time words)</p>			
Knowledge Levels (Is it life, content, cultural/literary appropriate?)	There is an assumption that students would know something about the Middle Ages and about farming and machinery.			

PROCESS

STEP 3

- **TEXT 1** – done **TOGETHER** with teacher to
 - build the field
 - reinforce meaning, vocabulary and pronunciation

STEP 4

- Students then **read TEXT 1 AND 3** to each other, taking turns. Each student reads both.



PROCESS

© Students work in pairs collaboratively to decide on 3 most important points, as well as identify support

© **HIGHLIGHTERS** used to identify main points

• © **FOOTPRINTING** with sticky note arrows to identify supporting evidence/examples/stats

BRINGING IT TOGETHER

TABLE filled in before writing summary paragraph together

Learning About : _____ History Year9 Term 1, 20015

Important ideas (3 most important ideas about the topic)		
<div>1.</div> <div>2.</div> <div>3.</div>		
Supporting Evidence for POINT 1	Supporting Evidence for POINT 2	Supporting Evidence for POINT 3
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">
What I learned from Reading Texts 1,2 & 3 (Summary Paragraph)		
<div>P</div> <div>E</div> <div>E</div> <div>L</div>		



BENEFITS

©integrated activity


- reading, speaking, notetaking and writing
- collaboration and negotiation

©allows for both decoding and comprehension

©pronunciation practice in a supportive environment

©contextualised

©not an add-on but part of the classroom learning



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3

CONTEXT CLUES

Context Clues

◎ Context clues are bits of information from the text that, when combined with prior knowledge, allow the reader to decide the meaning of unknown words in the text



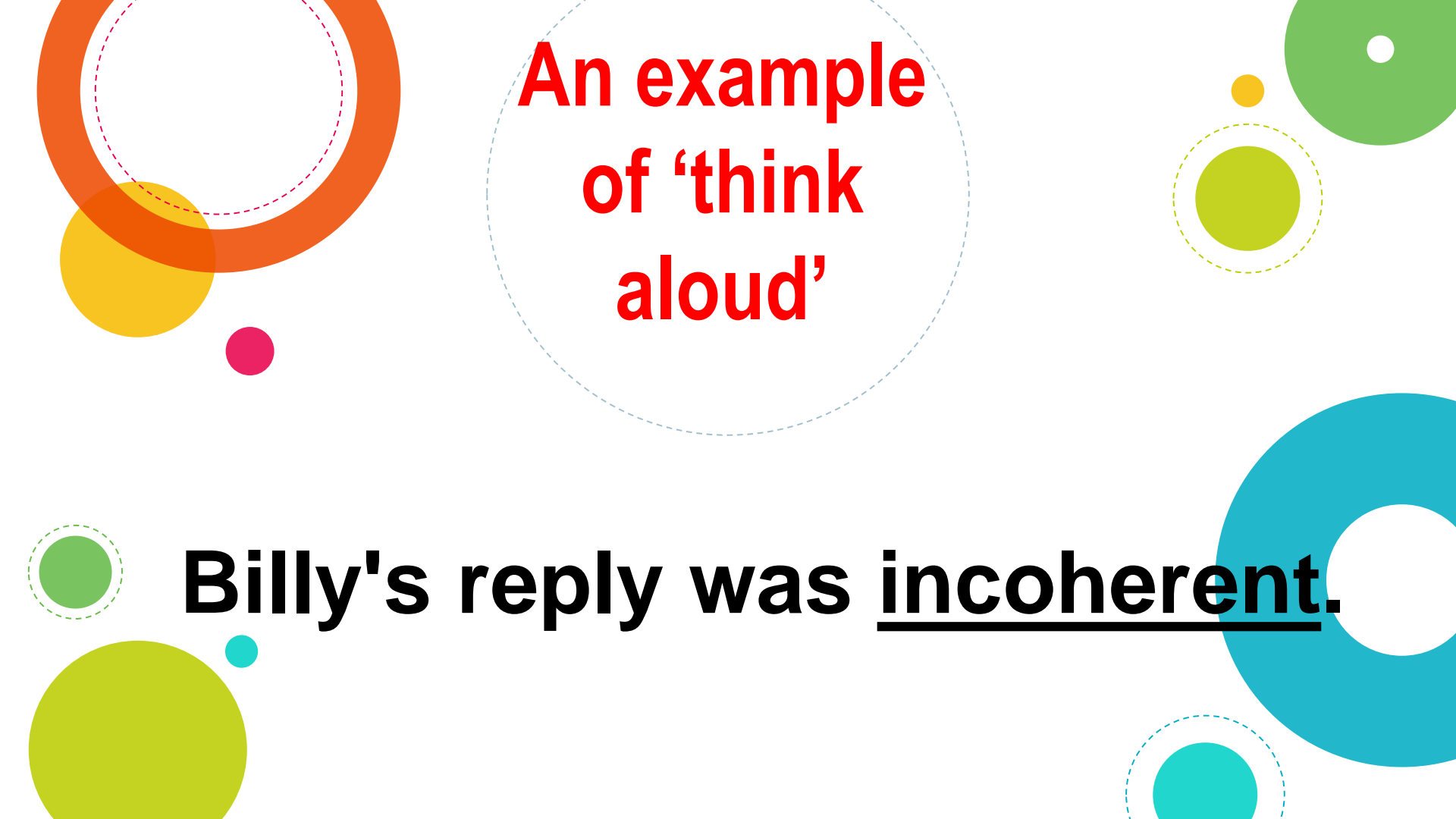
◎ Teach students EXPLICIT strategies to work with context clues

◎ Use 'think-aloud' process



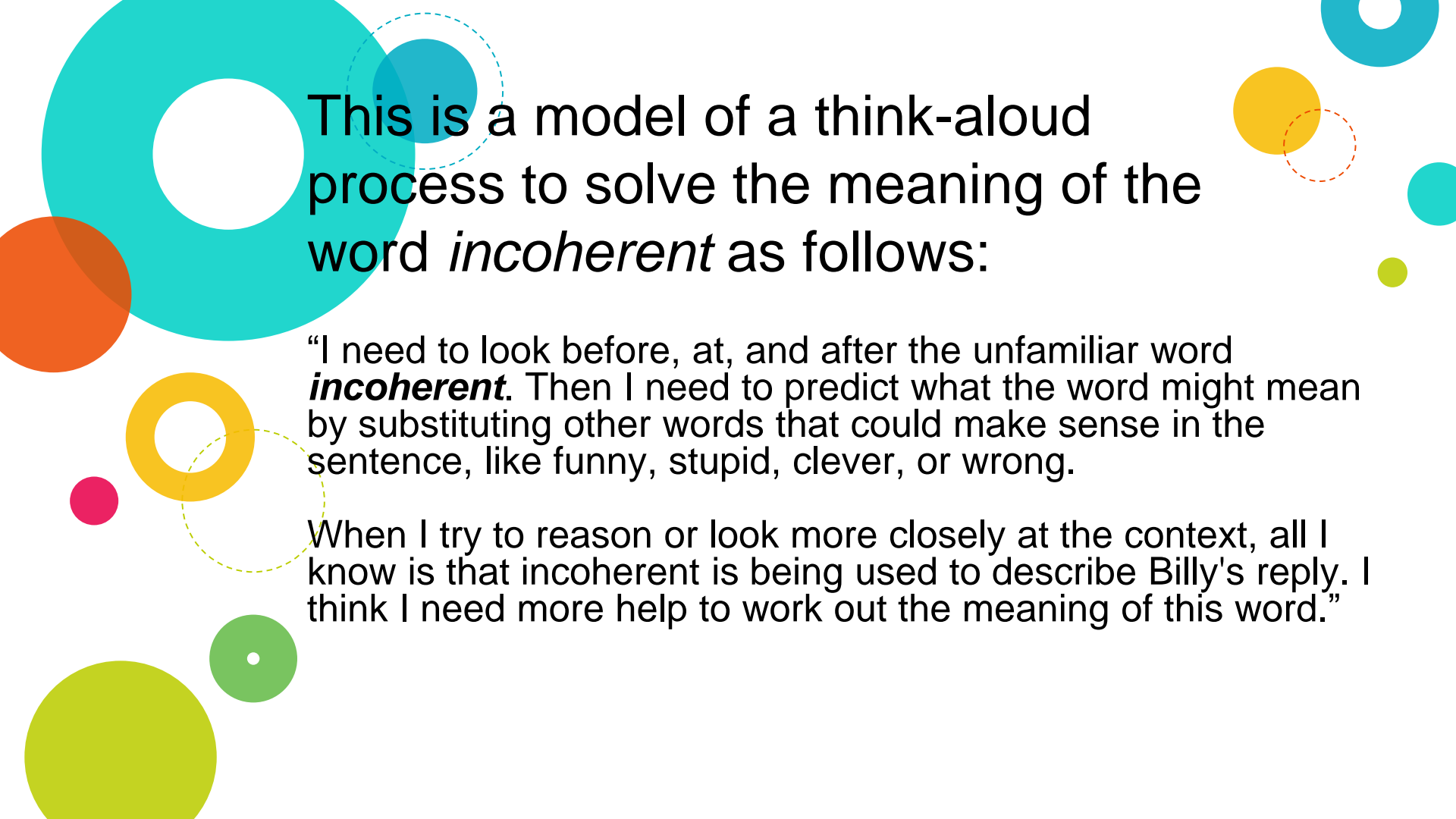
Types of Context Clues

- ◎ Re-read
- ◎ Read on
- ◎ Direct definition context clues
- ◎ List of words
- ◎ Base or root words
- ◎ Cause and Effect
- ◎ Synonym context clues/Antonym context clues
- ◎ Comparisons and contrasts

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An example
of 'think
aloud'

Billy's reply was incoherent.



This is a model of a think-aloud process to solve the meaning of the word *incoherent* as follows:

“I need to look before, at, and after the unfamiliar word ***incoherent***. Then I need to predict what the word might mean by substituting other words that could make sense in the sentence, like funny, stupid, clever, or wrong.

When I try to reason or look more closely at the context, all I know is that incoherent is being used to describe Billy's reply. I think I need more help to work out the meaning of this word.”



Let's add some more
context:

Due to a severe lack of
sleep and extreme
nervousness, Billy's reply
was *incoherent*.



Due to a severe lack of sleep and extreme nervousness, Billy's reply was incoherent.

Think aloud process -

When I look this time, there are no words after *incoherent*, but I can figure out a lot from what's before the word. I'm going to predict that it means 'does not make any sense.' My reason is that it says 'severe lack of sleep and extreme nervousness.' I think I can resolve the meaning based on this context because I know what it's like when I'm overtired and nervous



Re-read

Zack was a good at many sports. He excelled in swimming, running, horsemanship, fencing, and target shooting. He decided to compete in the pentathlon rather than having to choose one of the events.

In this sentence there are five sports named. This helps us to work out the meaning of pentathlon.



Direct Definition

After a time, glaciers, or slowly moving rivers of ice, formed over many parts of the Earth.

In this sentence the words “slowly moving rivers of ice” tell us what glaciers are.



List of words

My mum always forces us to eat carrots, potatoes and brussel sprouts at dinner time.

Hopefully we know that carrots and potatoes are vegetables. This tells us that brussel sprouts are probably also a vegetable.

The background is white and decorated with several colorful geometric shapes. On the left, there is a large cyan ring, a smaller cyan circle with a dashed outline, an orange solid circle, a yellow ring, a small pink solid circle, a yellow solid circle with a dashed outline, a large lime green solid circle, and a small green solid circle with a white dot. On the right, there is a cyan ring, a yellow solid circle with a dashed outline, a small cyan solid circle, and a small lime green solid circle.

Cause and effect

Due to the prolific rainfall,
the farmers produced large
amounts of fruit.

*Sometimes you can make a logical prediction
about what a word might mean.*



Synonyms

Jackie was filled with mortification, or shame, because of her careless remark.

In this sentence the word “shame” tells us that the word “mortification” means to be embarrassed.

Comparisons and Contrasts

The girls languidly put on their jackets as if they had no energy at all.

In this sentence the words “had no energy at all” tells us “languidly” means lacking in energy, slow or even slack.

After being ill and unable to eat for three days, Beverly had a voracious appetite.

We would know what we would feel like if we hadn't eaten for a couple of days.



4

Contextualised Redefinition



WHAT IS IT?

- © way of understanding difficult vocabulary encountered during reading through predicting, negotiating and using contextual clues



WHY USE IT?

- © reinforces vocabulary and key concepts
- © practises essential skill of inducing meaning from context
- © aids comprehension
- © encourages collaboration and negotiation

How does it work?

identify key words in text,
create worksheet

Students work on own,
making initial prediction

Decide on the grouping
format - independently, in
pairs or in small groups?

Students work
together to
negotiate a
meaning

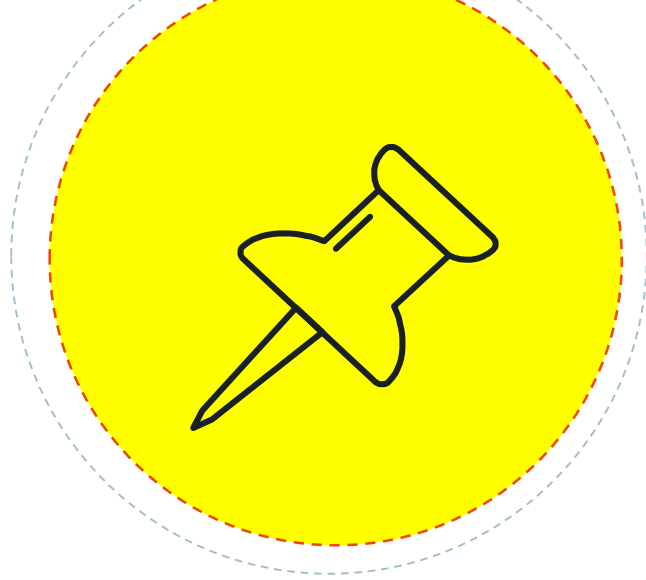
Students read text
and negotiate a final
definition using
contextual clues

Year:

Unit:

New Word	1st Attempt	2nd Attempt	Final Definition

Student:



A few last points



READING STATIONS

- ◎ Great way to deliver content
- ◎ Allows for one on one time
- ◎ Can allow practice in different reading skills (skimming, reading for details etc)



SHARP READING

- ◎ Reading programme focussing on both decoding and comprehension
- ◎ Can be done with any materials
- ◎ www.sharpreading.com

Thanks!



Any questions?