Maximizing the Active Participation and Language Learning of

ELL Students

Using Read Aloud, Shared Reading and Word Work

Grades K-5

PD RESOURCE KIT

Bureau of Education & Research

Maximizing the Active Participation and Language Learning of ELL Students Using Read Aloud, Shared Reading and Word Work, Grades K-5

PD Resource Kit

RESOURCE GUIDE

By Catherine Brown, M.A.
and Mona Roach, PhD

Bureau of Education & Research
915 118th Avenue SE • PO Box 96068 • Bellevue, WA 98009
(800) 735-3503 • www.ber.org

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INDIVIDUALS PARTICIPATING IN THE DEVELOPMENT AND PRODUCTION OF THIS PROGRAM:

Catherine Brown, *National Trainer*

Jo Gusman, *National Trainer*

BUREAU OF EDUCATION & RESEARCH:

Mona Roach, PhD, *Media Training Director*

Kathleen W. Forman, *Media Training Manager*

Janice K. Kelly, PhD, *Media Training Director*

Carol Olmsted Oyama, *Graphic Design & Production Manager*

Richard Herzberg, PhD, *Executive Director*

Frank Koontz, *Associate Director*

Jeannie Donoghue, *Professional Development Director*

Boyce Heidenreich, EdD, *Professional Development Director*

Mark Ita, *Professional Development Director*

Ken Young, *Professional Development Director*

MEDIA THINK TANK:

David Herzberg, *Executive Director*

Tim DeMark, *Media Production*

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Thank you for your interest in *Maximizing the Active Participation and Language Learning of ELL Students Using Read Aloud, Shared Reading and Word Work, Grades K-5.* This high-energy program demonstrates how to make the most of whole group literacy instruction to enhance the language and literacy learning of English language learners. Viewers will see how to increase the participation of second language learners and infuse whole class literacy lessons with visual, tactile and kinesthetic strategies that engage all students.

This PD Resource Kit contains a comprehensive Resource Guide and DVD with video clips for use in PD sessions. We have designed each PD Resource Kit to be used by:

- PD facilitators to support PD sessions with groups of any size
- Individuals and small groups interested in self-study

The Resource Guide contains suggestions for utilizing the PD Resource Kit and a variety of print resources that may be reproduced for use by participants in their own classrooms.

Sincerely,

Mona Roach

Mona Roach, PhD
Media Training Director

ABOUT THE TRAINERS . . .

CATHERINE BROWN has over twenty years of experience working with students and teachers across a variety of educational settings in general education, bilingual education, English language acquisition, adult ESL, and Spanish for native and non-native speakers. A skilled presenter and staff development trainer, Catherine has helped educators throughout the United States implement highly practical, classroom-proven techniques that enhance learning for English language learners.

For more information about Catherine or to contact her, visit her website www.acceleratingminds.com, email her at catherine@acceleratingminds.com, or call (541) 490-4644.

JO GUSMAN has extensive experience working with ESL, ELL and bilingual students. She has been featured on national television and has received numerous awards for teaching excellence, including Presidential recognition for her exceptional work with second language students. As an author, presenter and national trainer, Jo is dedicated to helping teachers provide successful classroom experiences for second language learners.

For more information about Jo or to contact her, visit her website www.nhie.net, email her at info@nhie.net, or call (916) 482-4405.

ABOUT THE BUREAU . . .

BUREAU OF EDUCATION & RESEARCH is North America's leading provider of PD events and resources for professional educators. Founded in 1976, the Bureau provides national and regional PD programs across the United States and Canada. The Bureau also offers additional high-quality PD resources:

- **PD Resource Kits** contain outstanding video clips and supporting print resources designed for schools and districts to use to conduct their own PD sessions
- **Online PD Courses** contain outstanding video clips and supporting print resources designed for individuals and groups of educators to learn at their own convenience
- **On-Site PD Services** enable schools and districts to bring outstanding BER Trainers to their own sites to facilitate customized professional development
- **National Train-the-Trainer Programs** on cutting-edge topics enable schools and districts to train their own staff members who then conduct site-based professional development sessions

For further information about Bureau PD programs and resources, please contact us: www.ber.org or toll free (800) 735-3503.

Maximizing the Active Participation and Language Learning of ELL Students Using Read Aloud, Shared Reading and Word Work, Grades K-5

Table of Contents

PRINT RESOURCES

PROGRAM GUIDE

Bureau of Education & Research

Suggestions for PD Trainers

General Information

This section of the *Resource Guide* is designed for those who will be presenting this material in a workshop format. If you are viewing the program by yourself or with a small group, please turn to page 11 for suggestions appropriate to your needs.

Video is a powerful means of demonstrating effective teaching strategies. The DVD can be used in a variety of ways:

PLAY ALL

The Play All option on the main menu screen is an ideal way to preview the entire program. Using Play All within sessions enables participants to experience the entire program while still allowing you to pause the DVD at any point for questions and discussion.

TOPIC SELECTION

When you want to show or revisit just one Topic area within the DVD, the Topic Selection Menu is the most efficient way to navigate the program.

SPECIFIC STRATEGIES

When a Topic contains a wide variety of strategies/techniques, selecting that Topic will bring up a subtopic menu that identifies shorter segments of video within the Topic. You can use subtopic menus to visit/revisit specific strategies and/or lessons within Topic areas. Showing video segments more than once enables participants to focus on different elements of instruction.

No matter how you choose to use the DVD, the most effective approach is to pause periodically for questions, discussion and time to read related print materials.

Overview of the Program

This program, *Maximizing the Active Participation and Language Learning of ELL Students Using Read Aloud, Shared Reading and Word Work, Grades K-5*, was recorded in real classrooms with real teachers and students. The English language learners in the program have a wide range of English language proficiencies. The purpose of the video program is to show teachers how to engage second language learners at all levels in productive whole class literacy experiences.

Section One includes a brief introduction to the video program and a variety of highly engaging ways to build and activate background knowledge to promote meaningful student experiences with text. *Total running time: 16 minutes*

In Section Two, participants will see teachers enhance read alouds for English language learners through active teacher modeling, active student engagement and by focusing on key concepts.

Total running time: 17 minutes

Section Three provides suggestions for increasing the participation of English language learners in shared reading using repeated readings, incorporating movement and visual support, and strategic student placement in whole group settings.

Total running time: 7 minutes

Section Four contains examples of how to make the most of word work for second language learners by using read aloud and shared reading text and incorporating multi-modal experiences.

Total running time: 13 minutes

Scheduling Suggestion

This program is not designed to be shown straight through. The program is ideal for a series of short sessions. You can show a section of the video, use the questions in the *Suggestions for PD Trainers* section of this guide to facilitate a discussion, and provide handouts from the *Print Resources.* If you choose to show the entire program in a single session, you will want to stop periodically and use the suggested questions to discuss the content or focus on particular points, as well as distribute related print materials.

Equipment/Materials Needed

DVD player, monitor

DVD

Handouts for participants

Chart paper or whiteboard, markers

Optional:

- LCD projector

Focus and Discussion Questions

Focus questions and discussion questions are provided for your sessions. Focus questions create a purpose for viewing and act as discussion starters after viewing. It is recommended that you present focus questions prior to showing segments of the video program and then use them to begin thoughtful conversations after participants have watched the video footage. You may want to employ whole group or grade-level discussions, partner sharing sessions, or a mix of response options. Please keep in mind that this guide contains print explanations of the strategies as well as other related material that can inform and enrich group discussions.

Note-Taking Guide

A *Note-Taking Guide* for the entire program is located on pages 21-27. The divisions and headings match the graphics in the video. The focus questions are listed at the top of each section.

Supporting Print Materials

Whole Group Literacy Lessons: Valuable Elements of a Comprehensive Approach to Reading Instruction (pages 29-31)

The Sessions

Before Viewing the Program

Ask participants to think about the literacy instruction in their classrooms and how they engage students during these lessons. For participants who currently use whole group instruction, what language and literacy skills do they teach in this setting? What opportunities do they provide for students to interact with the text? Do they incorporate different modalities, e.g., movement, drawing, talking, or writing? What have they noticed about the participation of English language learners in these whole class settings?

For participants who do not use whole class instruction, ask them to consider what language and literacy lessons could be taught during read aloud, shared reading or word work. Ask participants to consider the English language learners in their classrooms and how these students might benefit from participating in whole class experiences.

Participants who are unfamiliar with read alouds, shared reading or word work may find it helpful to read the handout on pages 29-31, *Whole Group Literacy Lessons: Valuable Elements of a Comprehensive Approach to Reading Instruction* to help prepare them to make

the most of the strategies and suggestions in the video program. Distribute a copy to each participant. Give participants time to read the handout and then discuss with a partner or in small groups the value of whole class literacy lessons for English language learners.

SECTION ONE: Introduction ~ Background Knowledge

Section One includes a brief introduction to the video program. Participants will also see a variety of highly engaging ways to build and activate background knowledge to promote meaningful student experiences with text.

Total running time: 16 minutes

Directions to PD Trainers:

- **Distribute** the *Note-Taking Guide,* page 21.
- **Present** the focus question for Section One.
- **Show** Section One.
- **Stop** the video at the end of this segment. Use the focus question and discussion questions to lead participants in a discussion.

Focus Question

✓ How does building and activating students' background knowledge better prepare them for whole class literacy lessons?

Discussion Questions

✓ Why is it important to understand that second language learners come into the classroom with a wide variety of language abilities and life experiences?

✓ The teachers in this video program use a thematic approach to instruction. They choose read aloud books, shared reading text, vocabulary and spelling words that relate to a content area they are studying. How does this approach benefit English language learners?

✓ How might the strategies in this portion of the program help support student learning across a range of language proficiencies?

✓ Think of an upcoming unit of study. What strategy or strategies from the video might you incorporate to build students' background knowledge and create a common learning experience?

✓ For teachers without laptop computers, how might desktop computers be used to build background knowledge for students?

Supporting Print Materials

Note-Taking Guide (page 21)
Background Knowledge (pages 33-35)

SECTION TWO: Read Alouds

In Section Two, participants will see how to use active teacher modeling, active student engagement, and key concepts to enhance read alouds for second language learners.

Total running time: 17 minutes

Directions to PD Trainers:

- **Distribute** the *Note-Taking Guide,* page 23.
- **Present** the focus question for this section of video.
- **Show** Section Two.
- **Stop** the video at the end of Section Two. Use the focus question and discussion questions to lead participants in a discussion.

Focus Question

✓ What are some ways to actively engage English language learners during read alouds? Why is this interaction and engagement so important?

Discussion Questions

✓ In what ways does focusing on the key concepts of read alouds increase second language learners' comprehension?

✓ How do you create opportunities for students to interact with read aloud text and stay tuned in while still maintaining the rhythm and flow of the read aloud experience?

✓ What are some of the ways that teachers in the video encourage and extend English language learners' participation in whole class activities?

✓ How might the strategies in this portion of the program help you increase students' participation in read alouds regardless of their language proficiency levels?

✓ Think of an upcoming read aloud book. What strategy or strategies from the video might you incorporate to actively engage all students and increase their comprehension?

Supporting Print Materials

Note-Taking Guide (page 23)
Read Alouds (pages 37-41)
Student Fold Books (page 43)

SECTION THREE: Shared Reading

Section Three focuses on using repeated readings and incorporating movement and visual support to enhance shared reading for second language learners.
Total running time: 7 minutes

Directions to PD Trainers:

- **Distribute** the *Note-Taking Guide,* page 25.
- **Present** the focus question for this section of video.
- **Show** Section Three.
- **Stop** the video at the end of Section Three. Use the focus question and discussion questions to lead participants in a discussion.

Focus Question

What kind of learning opportunities can you provide English language learners through rereading and revisiting familiar text on a regular basis?

Discussion Questions

✓ How do the interactive strategies in this portion of the program enhance students' participation and learning during shared reading?

✓ What are some of the qualities of effective shared reading text? *(short, engaging, interesting, includes chants, songs, and poems)*

✓ Why is it important to consider where second language learners sit, not only during whole group lessons, but throughout the day?

✓ How do the strategies in this portion of the program help to engage students across a wide range of language proficiencies?

✓ Why is it important to continue shared reading experiences in the upper grades?

✓ Select one or two foundational literacy skills that you want all of your students to master. What book or piece of text could you use in a shared reading format to teach these skills to the whole class?

Note: If participants are unfamiliar with shared reading or uncertain about its usefulness with older students, they will find it helpful to read the supporting print materials for this section.

Supporting Print Materials

Note-Taking Guide (page 25)
Shared Reading at a Glance (pages 45-47)
Shared Reading – A Closer Look (pages 49-53)
Making Connections between Shared Reading and the Classroom Literacy Program (page 55)
Resources for Shared Reading (page 57)
Criteria for Selecting Text for Shared Reading (page 59)

SECTION FOUR: Word Work

Section Four contains examples of two ways to enhance word work for second language learners: using read aloud and shared reading text and incorporating multi-modal experiences.

Total running time: 14 minutes

Directions to PD Trainers:

Distribute the *Note-Taking Guide,* page 27.

Present the focus question for this section of video.

Show Section Four.

Stop the video at the end of Section Four. Use the focus question and discussion questions to lead participants in a discussion.

Focus Question

✓ Why is working with words and other elements of language so much more productive for second language learners when the lessons are connected to reading materials and subject area studies?

Discussion Questions

✓ How do multi-modal strategies enhance students' word learning?

✓ How might the strategies in this portion of the program help you strengthen the literacy skills of students across a range of language proficiencies?

- ✓ Think of the read aloud, shared reading, and subject area texts that you are currently using with students. What vocabulary words, word elements, or language functions could you draw from these texts to use for instructional purposes?
- ✓ What strategy or strategies from the video might you use to actively engage students in word work?

Supporting Print Materials

Note-Taking Guide (page 27)

Word Work (pages 61-63)

Increasing Student Interactions in Whole Class Literacy Lessons (pages 65-69)

Journal Article

Anthony, Angela R. Beckman (2008). Output Strategies for English-Language Learners: Theory to Practice. *The Reading Teacher, 61,* 472-482.

The article from *The Reading Teacher* is excellent for extending participants' understanding and use of strategies to increase the language output of English language learners. The article contains additional techniques that teachers can use across grade levels with a variety of materials.

Closing

Thank participants for their willingness to think about and try new teaching strategies and ideas from the program. Encourage them to choose some of the strategies they observed and incorporate those techniques into their classroom programs. They will see a difference in students' interest, engagement and learning.

Suggestions For Self Study

General Information

This section of the *Resource Guide* is designed for individuals and small groups. If you are responsible for leading a group through this material, please turn back to *Suggestions for PD Trainers*, page 3.

Video instruction provides a practical and efficient way to observe effective teaching strategies and engage in thoughtful reflection. We encourage you to watch a segment, stop the video, reflect, and take full advantage of the related print resources. You will find suggestions for making the most of your sessions in this portion of the *Resource Guide.*

Overview of the Program

This program, *Maximizing the Active Participation and Language Learning of ELL Students Using Read Aloud, Shared Reading and Word Work, Grades K-5,* was recorded in real classrooms with real teachers and students. The English language learners in the program have a wide range of English language proficiencies. The purpose of the video program is to show teachers how to engage second language learners at all levels in productive whole class literacy experiences.

Section One includes a brief introduction to the video program and a variety of highly engaging ways to build and activate background knowledge to promote meaningful student experiences with text.

Total running time: 16 minutes

In Section Two, you will see teachers enhance read alouds for English language learners through active teacher modeling, active student engagement and by focusing on key concepts.

Total running time: 17 minutes

Section Three provides suggestions for increasing the participation of English language learners in shared reading using repeated readings, incorporating movement and visual support, and strategic student placement in whole group settings.

Total running time: 7 minutes

Section Four contains examples of how to make the most of word work for second language learners by using read aloud and shared reading text and incorporating multi-modal experiences.

Total running time: 13 minutes

Scheduling Suggestion

Whether you choose to view the entire program in one session or view sections of the program over two or more study sessions depends on the time available to you and your knowledge of productive whole class literacy strategies for English language learners. **This program is not designed to be viewed straight through.** Your learning experience will be much richer if you take the time to stop the video after each section, reflect, and read the additional information contained in this *Resource Guide.*

Equipment/Materials Needed

DVD player, monitor

DVD

Print Resources (pages 21-85)

Focus and Reflection Questions

Focus questions and reflection questions are provided for your sessions. Focus questions create a purpose for viewing. It is recommended that you think about each focus question prior to viewing each segment of the video program, view the segment, and then refer to the questions for thoughtful reflection. Please keep in mind that this guide contains print explanations of the strategies as well as other related material that can inform and enrich your learning.

Note-Taking Guide

A *Note-Taking Guide* for the entire program is located on pages 21-27. The divisions and headings match the graphics in the video. The focus questions are listed at the top of each section.

Your Sessions

Before Viewing the Program

If you are unfamiliar with read alouds, shared reading or word work, you may find it helpful to read the handout on pages 29-31, *Whole Group Literacy Lessons: Valuable Elements of a Comprehensive Approach to Reading Instruction* to make the most of the strategies and suggestions in the video program.

Supporting Print Materials

Whole Group Literacy Lessons: Valuable Elements of a Comprehensive Approach to Reading Instruction (pages 29-31)

SECTION ONE: Introduction ~ Background Knowledge

Section One includes a brief introduction to the video program. You will also see a variety of highly engaging ways to build and activate background knowledge to promote meaningful student experiences with text.

Total running time: 16 minutes

The *Note-Taking Guide* for Section One is located on page 21.

View Section One.

At the end of the section, stop the video. Consider the following questions as you take time to process what you have just seen.

Focus Question

- ✓ How does building and activating students' background knowledge better prepare them for whole class literacy lessons?

Reflection Questions

- ✓ Why is it important to understand that second language learners come into the classroom with a wide variety of language abilities and life experiences?
- ✓ The teachers in this video program use a thematic approach to instruction. They choose read aloud books, shared reading text, vocabulary and spelling words that relate to a content area they are studying. How does this approach benefit English language learners?
- ✓ How might the strategies in this portion of the program help support student learning across a range of language proficiencies?
- ✓ Think of an upcoming unit of study. What strategy or strategies from the video might you incorporate to build students' background knowledge and create a common learning experience?
- ✓ For teachers without laptop computers, how might desktop computers be used to build background knowledge for students?

Supporting Print Materials

Note-Taking Guide (page 21)
Background Knowledge (pages 33-35)

SECTION TWO: Read Alouds

In Section Two, you will see how to use active teacher modeling, active student engagement, and key concepts to enhance read alouds for second language learners.

Total running time: 17 minutes

The *Note-Taking Guide* for Section Two is located on page 23.

View Section Two.

At the end of the section, stop the video. Consider the following questions as you take time to process what you have just seen.

Focus Question

- ✓ What are some ways to actively engage English language learners during read alouds? Why is this interaction and engagement so important?

Reflection Questions

- ✓ In what ways does focusing on the key concepts of read alouds increase second language learners' comprehension?
- ✓ How do you create opportunities for students to interact with read aloud text and stay tuned in while still maintaining the rhythm and flow of the read aloud experience?
- ✓ What are some of the ways that teachers in the video encourage and extend English language learners' participation in the whole class activities?
- ✓ How might the strategies in this portion of the program help you increase students' participation in read alouds regardless of their language proficiency levels?
- ✓ Think of an upcoming read aloud book. What strategy or strategies from the video might you incorporate to actively engage all students and increase their comprehension?

Supporting Print Materials

Note-Taking Guide (page 23)
Read Alouds (pages 37-41)
Student Fold Books (page 43)

SECTION THREE: Shared Reading

Section Three focuses on using repeated readings and incorporating movement and visual support to enhance shared reading for second language learners.

Total running time: 7 minutes

The *Note-Taking Guide* for Section Three is located on page 25.

View Section Three.

At the end of the section, stop the video. Consider the following questions as you take time to process what you have just seen.

Focus Question

✓ What kind of learning opportunities can you provide English language learners through rereading and revisiting familiar text on a regular basis?

Reflection Questions

✓ How do the interactive strategies in this portion of the program enhance students' participation and learning during shared reading?

✓ What are some of the qualities of effective shared reading text? *(short, engaging, interesting, includes chants, songs, and poems)*

✓ Why is it important to consider where second language learners sit, not only during whole group lessons, but throughout the day?

✓ How do the strategies in this portion of the program help to engage students across a wide range of language proficiencies?

✓ Why is it important to continue shared reading experiences in the upper grades?

✓ Select one or two foundational literacy skills that you want all of your students to master. What book or piece of text could you use in a shared reading format to teach these skills to the whole class?

NOTE: If you are unfamiliar with shared reading or uncertain about its usefulness with older students, you will find it helpful to read the supporting print materials for this section.

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Making Connections between Shared Reading and the Classroom Literacy Program (page 55)

Resources for Shared Reading (page 57)

Criteria for Selecting Text for Shared Reading (page 59)

SECTION FOUR: Word Work

Section Four contains examples of two ways to enhance word work for second language learners: using read aloud and shared reading text and incorporating multi-modal experiences.

Total running time: 14 minutes

The *Note-Taking Guide* for Section Four is located on page 27.

View Section Four.

At the end of the section, stop the video. Consider the following questions as you take time to process what you have just seen.

Focus Question

- ✓ Why is working with words and other elements of language so much more productive for second language learners when the lessons are connected to reading materials and subject area studies?

Reflection Questions

- ✓ How do multi-modal strategies enhance students' word learning?
- ✓ How might the strategies in this portion of the program help you strengthen the literacy skills of students across a range of language proficiencies?
- ✓ Think of the read aloud, shared reading, and subject area texts that you are currently using with students. What vocabulary words, word elements, or language functions could you draw from these texts to use for instructional purposes?
- ✓ What strategy or strategies from the video might you use to actively engage students in word work?

Supporting Print Materials

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Word Work (pages 61-63)

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Closing

Thank you for your willingness to think about and try new teaching strategies and ideas. We encourage you to choose some of the strategies you observed and incorporate those techniques with your students. You will see a difference in students' interest, engagement and learning.

PRINT RESOURCES

Bureau of Education & Research

Note-Taking Guide
Section One: Introduction ~ Background Knowledge

Maximizing the Active Participation and Language Learning of ELL Students Using Read Aloud, Shared Reading and Word Work, Grades K-5

Focus Question:	How does building and activating students' background knowledge better prepare them for whole class literacy lessons?

Background Knowledge

Visual images

Video clips

Turn off sound

Echo and expand

Still images

Realia

Field trips

Note-Taking Guide
Section Two: Read Alouds

Maximizing the Active Participation and Language Learning of ELL Students Using Read Aloud, Shared Reading and Word Work, Grades K-5

Focus Question:	What are some ways to actively engage English language learners during read alouds?

Active teacher modeling

- Visual cues
- Body language

Active student engagement

- All call out
- Partner picture walk
- Role playing
- Movement
- Personal connections
- Nonverbal signals
- Quick draw
- Quick write
- Visualize
- Partner share
- Talk it out

Focusing on key concepts

Note-Taking Guide
Section Three: Shared Reading

Maximizing the Active Participation and Language Learning of ELL Students Using Read Aloud, Shared Reading and Word Work, Grades K-5

Focus Question:	What kind of learning opportunities can you provide English language learners through rereading and revisiting familiar text on a regular basis?
Repeated readings	
Movement and visual support	
Student placement	

Note-Taking Guide
Section Four: Word Work

Maximizing the Active Participation and Language Learning of ELL Students Using Read Aloud, Shared Reading and Word Work, Grades K-5

Focus Question:	Why is working with words and other elements of language so much more productive for second language learners when the lessons are connected to reading materials and subject area studies?

Using read aloud and shared reading text

- Partner sketch
- Word family chart
- Language functions
- Role play

Incorporating multi-modal experiences

- Vocabulary stories
- Everybody point
- Quick sketch
- Visualize
- Body sketch
- Mumble the word
- Clip art cards
- Word detectives

Whole Group Literacy Lessons: Valuable Elements of a Comprehensive Approach to Reading Instruction

A comprehensive literacy program provides students with instruction and guidance as well as opportunities for practice and application. In the area of reading, the components of a literacy program can be thought of in terms of the amount of support that teachers provide and the expectations for students' participation. Margaret Mooney (1990) uses the terms *reading to, with,* and *by* to describe this relationship between teacher and students in helping students to become readers. The following four components are commonly included in a comprehensive reading approach:

- For **read alouds,** teachers read *to* the whole class.
- **Shared reading** is a combination of teachers reading *to* the whole class and then inviting students to read *with* them.
- In **guided reading,** the emphasis is on students reading (appropriate) text *by themselves* with guidance from the teacher. Guided reading is most effective when it occurs with small groups of students using text at students' instructional level.
- Ultimately, the goal is for students to be able to read and comprehend text **independently.**

Incorporating daily whole group read aloud and shared reading is vital to the literacy and language development of English language learners. Reading aloud *to* students enables teachers to model what proficient reading sounds like and to demonstrate strategies for making sense of text. Inviting students to *join in* as the teacher reads during shared reading helps students start to internalize the language patterns and structures of written text.

To maximize whole group literacy experiences for English language learners, teachers need to actively engage students with the text using a variety of linguistic, kinesthetic, visual, and tactile methods in order to fully utilize all of the learning modalities that help second language learners improve their literacy and language skills.

Read alouds and shared reading provide the bridge to guided and independent reading. The books and texts that teachers choose to read, share, and discuss during whole class literacy lessons are powerful sources for introducing the strategies, skills and language students need to learn. Then, through guiding students' reading of appropriately leveled text, teachers are able to develop students' language and reading skills and help them reach the goal of becoming competent, independent readers.

Word work is also a valuable whole class opportunity to enhance the literacy and language learning of English language learners. Comprehension is directly related to students' understanding of and ability to use and manipulate words. Incorporating word work into large group literacy instruction creates additional high-quality teaching and learning opportunities. By drawing words from thematic units of study, read alouds and shared reading text, teachers are able to provide contexts that anchor second language learners' growing knowledge of letters, sounds, parts of speech, grammar, vocabulary and spelling patterns.

Background Knowledge

Background knowledge provides a frame of reference that helps learners make sense of new information. Our knowledge comes from interactions with others and personal experiences. Teachers can develop background knowledge by creating common experiences with students. These experiences provide a context for understanding and gaining meaning from the texts, materials, and activities of whole class literacy lessons as well as enhancing students' subject area knowledge.

Teachers can use video clips, still images, realia and field trips to engage students in developing background knowledge.

Video clips

Key guidelines for using video clips:

- Use short clips, 30-45 seconds
- Turn down the volume and use the images OR
- Maintain volume level and target main points or key ideas by talking over the audio of the clip
- Engage students in actively processing the information they glean from the video

Video streaming sources:

www.acceleratingminds.com Go to Visuals & manipulatives, scroll down to Videostreaming for links to video streaming sources.

http://www.pbs.org/teachers/ is the PBS Teachers website. It provides access to offerings from the company, including TeacherLine, an online professional development center, thousands of free lesson plans, classroom activities, local and national educator resources, videos, and other resources.

http://reference.aol.com/ This one-stop education destination for learners of all ages offers Internet users premium reference resources, homework help, fun multimedia features, distance learning guides and more.

The following two sites are subscriber only, but offer free trials:
http://streaming.discoveryeducation.com/index.cfm or **www.brainpop.com.**
You will be able to stream or download clips on a myriad of topics. Just type the topic in the search engine and select.

Another option is to select short, pertinent clips from programs on videotape or DVD that are in your school library or media center.

Still images

Key guidelines for using still images:

Select a few key images that illustrate key points or main ideas

Engage students in actively responding to and discussing the images

Still image sources:

Photographs

Illustrations

Maps

Charts

Graphs

Clip art is increasingly easy to find on the Internet. For public access clip art, try **www.google.com**. Go to Images and enter key words to search the data base.

Also try **www.ditto.com** and **http://www.viewzi.com**

For computers with Microsoft Office software, try **http://office.microsoft.com/en-us/clipart/default.aspx**

For word work go to **http://www.visuwords.com**

Make sure you follow copyright laws in relation to the use of video clips and still images.

Realia

Key guidelines for using realia to develop background knowledge:

Select a few objects that will help students connect with key points or main ideas to be learned

Give students opportunities to manipulate objects

Incorporate realia into activities and games

Encourage students to bring in their own realia

Field trips

Key guidelines for using field trips to develop background knowledge:

Have a clear purpose in mind for how the field trip experience connects with topic(s) being studied and texts and materials used for read aloud and shared reading

Prepare the students ahead of time for the field trip by activating and building background knowledge, and discussing goals for what the students should look for while there.

Provide specific opportunities for students to discuss, illustrate, or in some way incorporate their field trip experiences into classroom learning experiences.

Read Alouds

Reading aloud to students plays a critical role in children's literacy and language learning. Teachers use read alouds for a variety of purposes, including to:

- Encourage a love of reading
- Demonstrate fluent, expressive phrasing
- Model good reader strategies
- Promote higher-level thinking
- Explore themes and topics of study

Active teacher modeling is one way to help English language learners gain the most from read alouds. Visual cues, body language, and facial expressions provide additional information that helps clarify the meaning of the words second language learners are hearing. By making input more comprehensible, teachers maintain higher student interest and engagement and increase comprehension.

Visual cues

Purposefully pointing to specific illustrations or pictures on the page while reading is a highly effective way to help second language learners comprehend and stay involved with the read aloud text. It's important to note that without the purposeful use of visuals, newcomer ELL students may ignore the language being modeled as they try to figure out what the pictures represent.

Body language

Incorporating facial expressions and movements while reading can help clarify the text and give students with limited English skills additional cues for comprehending the read aloud.

Active student engagement keeps students involved and on track with the story, thus reducing off task behavior. Actively engaging students in a variety of ways provides different avenues for learning and gives second language learners many chances to hear and use language as they interact with each other and the text. Effective student engagement involves all students in thinking and responding to text and makes minimal use of the traditional recitation model in which one student is called on to answer while the rest of the students quietly listen.

All call out

All students call out their answers or responses at the same time. It is helpful to have a signal for starting and stopping *All call out* (and any other whole class activity where all students are talking at the same time.) Even when all students are speaking, teachers

are still able to listen to specific students during this activity. One way to easily navigate between all call out and recitation is to designate signals that indicate when all students are to call out and when students should raise their hands to be called on individually.

Partner picture walk

As the teacher turns the pages of the read aloud book, student partners describe what they see. In this version of the traditional teacher-led picture walk, students are actively engaged in talking their way through the book. Teachers will want to model picture walks a few times so that all members of the class understand what is expected.

Role playing

Teachers invite a few students to help demonstrate an activity.

Movement

Students make motions or use their bodies to help illustrate a concept or a vocabulary word.

Personal connections

When students can make personal connections to characters, events, problems, or other aspects of a book, it can make the story more meaningful for them.

Nonverbal signals

Nonverbal responses during whole class lessons give teachers a quick way to check for understanding and keep all students engaged.

Quick draw

Asking students to bring pencil and paper to read aloud sessions can provide them with a variety of ways to interact with the text. Teachers can also have students use their fingers to draw in the air or on their bodies.

Quick write

Sticky notes, graphic organizers, folded paper, book marks, and reading journals can be used for short, occasional written responses during read alouds. Having students write predictions, personal connections, inferences, and questions are a few ways to incorporate quick writes into a whole class literacy experience

Visualize

Small chunks of text with vivid details work best for visualization. Ask students to close their eyes and imagine or close their eyes and paint a picture in their heads. Having students describe what they saw to a partner helps them put their ideas into words.

Partner share

Partner sharing is an excellent way to engage all students during read alouds. Having students talk to a partner or a neighbor gives children a chance to hear others' ideas as well as communicate their own.

Talk it out

This post-read aloud activity is intended to extend students' understanding of the read aloud and provide them with opportunities for higher level thinking. The teacher creates one, two and three point questions that range from simple recall to more complex levels of thought. Students could be asked to make connections to other books, other characters, or other situations; to make personal connections; to give reasons for why something happened in the story; to make predictions about what might happen next; to discuss the point of view of the antagonist or other character whose perspective is not included, etc.

Students are divided into groups. Groups should be small enough that all students will be likely to participate. A student from one group selects a question. All the groups discuss the question for one minute. Then, the student who selected the question gives the answer. If the answer is correct, the team receives the points. If not, another group has a chance to give their answer. If it is correct, that team receives the points.

Focusing on key concepts can help increase English language learners' comprehension of read alouds. When teachers identify key concepts in a read aloud book, they can then choose the vocabulary and create activities that will focus the read aloud experience and foster students' developing understanding of those ideas.

With fiction, helping second language learners make connections with characters, their relationships, feelings, and behaviors can help students with limited English relate to the story. This will result in richer comprehension of the read aloud.

Student Fold Books

Fold books can even be created by young students when teachers are patient and help them with the directions.

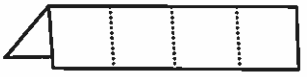
Start with a sheet of 8 ½ x 11 paper.

1. First, fold the paper in half lengthwise (hot dog or burrito style).

2. Next, fold the paper in half again (hamburger or taco style), making sure to press the folds into sharp creases. You will have a small rectangle (4 ¼ x 5 ½)

3. Then, fold the paper in half again (hamburger or taco style).

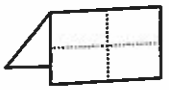
4. Unfold the last two folds so you can see three creases in the hot dog bun.



5. Put your thumbs on each side of middle crease and tear the paper half-way down middle crease.

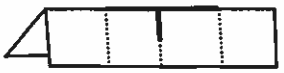
6. Unfold the paper completely so you are looking at the whole sheet.

7. Next, fold the paper in half (hamburger or taco style).

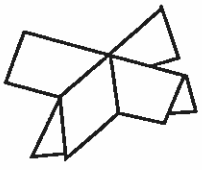


8. With the folded edge on top, place your thumbs on each side of middle crease and tear the paper half-way down middle crease.

9. Unfold the paper, then re-fold it lengthwise (hot dog or burrito style). Hold each end of the folded sheet and push your hands together. The paper should open up in the middle then close into a "+" shape as your fingertips come together.



10. Next, fold the pages to make a small book. You should have 8 pages, including a front and back page.



Shared Reading at a Glance

Shared reading is a highly effective whole group strategy for supporting and extending the literacy development of students. For second language learners, shared reading is an opportune time to create positive, affirming literacy and language learning experiences.

Through shared reading, teachers:

- Introduce a variety of text and text features
- Model language patterns
- Promote fluency through songs, rhymes and chants
- Provide meaningful literacy-building experiences
- Teach language skills in context
- Model and apprentice students in the metacognitive skills and habits of proficient readers
- Analyze syntax (word order of sentences)
- Model using inference, text features, context, and morphology to understand unknown vocabulary

Key characteristics:

- Engages all learners in reading from the first day of school
- Invites participation in reading and reading behaviors within the security of a large group
- Encourages second language learners at all literacy levels within a class to actively participate
- Focuses on helping children make meaning from print
- Creates a common collection of texts within the classroom
- Benefits students in grades K-5

Typical shared reading session:

- 10-15 minutes every day
- May include revisiting familiar text, introducing and reading new text, and a literacy mini-lesson
- Emphasizes engagement of all students in reading text
- Includes planned instruction and 'teachable moments'

Texts for shared reading:

- Large enough for all students to be able to see and interact with OR each student has a copy of text (with ELLs, it's preferable when possible to have the text visible for analysis and shared viewing, even in the upper grades)
- Represent a variety of text features and patterns
- Include vivid language, substantial concepts
- Connect to topics being studied

Shared Reading – A Closer Look

Shared reading lays a firm foundation for effective classroom literacy programs across grade levels. As teachers engage students with text in whole group settings, they introduce, demonstrate and practice the key literacy skills and strategies that students will work on in small group instruction and independent practice.

Shared reading is also ideal for introducing a wide range of reading materials and genres to students. Over time, as students reread and revisit text through shared experiences, they develop a common body of familiar reading materials: a powerful resource for enhancing students' literacy growth.

The Basics of Shared Reading

Three basic elements of effective shared reading:

- Reread or revisit familiar text
- Introduce and read new text
- A literacy mini-lesson

While there is no particular order for a shared reading session, after students have become familiar with 2-3 shared reading texts, starting a lesson with rereading or revisiting familiar text is preferable. You want to establish a routine that invites all students to participate in reading and interacting with the text. As text becomes more familiar, students are able to interact with more confidence because they aren't struggling with decoding or literal-level comprehension. Teachers are able to ask even more challenging questions to extend students' understanding of ideas.

Introducing and Reading New Text

For shared reading, an introduction should quickly draw students into the text. Examples of introductions to shared reading text might be:

- Making connections to other works by same author or illustrator
- Bringing up the type of text it is (genre)
- Facilitating a quick discussion that focuses on key concepts in the upcoming text
- Posing a question to get students thinking
- Focusing on key vocabulary (taught with the use of visuals when possible)
- Beginning with a video clip or image to ensure students are able to visualize the context of the reading
- Predicting what might happen in the story, or ideas about what will be in the text

As students encounter the material for the first time, one focus is meaning. The other focus is decoding and making sense of the words on the page. The importance of using the pictures or context clues to help students decode individual words is essential.

Even with the first reading, you always want to encourage students to participate. As you read the material for the first time, you can ask questions, ask students to predict what might come next, and point out different aspects of text.

You will want to encourage all students to respond as you read - "Thumbs up if you think the boy will..." or "Turn to your neighbor and whisper what you would do next..." With fictional material, you may ask students to focus on picture and/or text clues to predict and confirm as you read. If there is repetition or rhyme, invite students to join in. Often, finishing a new text might include asking for students' opinions or personal responses. It is important that many non-fiction genres are included in shared readings throughout the year as the text features are significantly different in these genres than in narrative text.

Literacy Mini-Lessons

Whenever you gather students around a common text, you create opportunities for teaching and learning. While reading and rereading texts for shared reading, teachable moments occur as a natural part of the process. Teachers will want to take advantage of these at-the-moment opportunities to engage students with text and enhance their understanding.

In addition, planned mini-lessons that focus students on a whole array of skills and strategies help to make shared reading even more effective. Teachers who combine curriculum knowledge with an understanding of their students' literacy needs are able to mindfully select and use appropriate shared reading materials to enhance students' literacy learning **and** their content area understandings. A mini-lesson can be used to target an aspect of text or introduce a concept. Teachers may want to include a short demonstration, role play, or practice opportunity for students. The same text can be revisited for different reasons at different times (e.g., punctuation, word choice, main idea and text organization, rhyming words, paragraphing, analysis of syntax, and vocabulary.)

Teachers of older students can easily type the text of a familiar picture book to create a handout. Over time, the teacher can engage students with their individual copies to examine many different aspects of language usage and text structure. There are also many sources of text already available in digital form on the Internet. Examples include Time for Kids, CNN student news, Simple English Wikipedia and Wikipedia Junior, Thinkquest student-built webpages, and the Learning Page (See 'Literacy and books' and 'Utilizing the Internet for Learning' sections of the AcceleratingMinds website for sources.)

Repeated Readings

One of the most significant contributions of shared reading is the large amount of text that students encounter over time. As students join in reading text again and again, they become familiar with the patterns and features, the syntax and vocabulary, the story lines and characters — with what the text is about. Building a common core of materials with a class provides many opportunities to engage students in rich discussions and help them to make connections — between their own lives and text and between texts. For second language learners, repeated readings provide critical opportunities to build their English language competency.

Rereading or revisiting text can happen in many different ways:

- The same text can be turned into different forms — songs become poems that then become wall stories or pocket chart stories for young children and overhead transparencies or individual copies for older students.
- Children's own work can be turned into big books.
- A passage from a news magazine or newspaper article can be excerpted as a student handout.
- Stories and poems can be cut apart and handed out to students who then put them in the right order.
- Nonfiction text can be reread using different voices, or the class can be divided in different ways to take turns reading each sentence.

These are just a few examples of the different purposes for revisiting familiar text. It's also important to keep in mind that not every piece of text you read with students for shared reading will become part of their common repertoire. You will decide which text to return to, depending upon your teaching focus.

Movement and Visual Support

Incorporating movement into shared reading helps keep all students actively engaged and provides a kinesthetic modality that enhances students' learning. Teachers can teach students motions or actions or have students develop actions as they revisit shared reading text. By including pictures or illustrations, teachers provide additional points of reference for English language learners. The combination of visual, kinesthetic, tactile modalities along with the choral rereading of shared reading text creates optimal learning opportunities.

Student Placement

To enhance English language learners' participation in whole group settings, teachers will want to consider the students' language skills and needs. Students with beginning level English language skills need to be placed in the front of the group. This up-close proximity enables the teacher to keep the students engaged, check for understanding, and provide quick clarifications. Another strategy is to pair students at a lower level of English proficiency with students who are more proficient in English and also speak their native language.

Making Connections Between Shared Reading and the Classroom Literacy Program

Shared reading contributes to a classroom literacy program in three major ways. First, shared reading is rich with opportunities for **oral language development** as children join in singing, chanting and reading aloud with the teacher. As they participate in partner sharing and discussions during shared reading, students are learning the important skills of expressing themselves and listening to the ideas of others.

Secondly, the familiar text of shared reading provides **materials** to be used in guided reading, independent activities and the classroom writing program. For example, shared reading text can be used in small group settings for guided reading instruction with students who are reading text at that level. For independent activities, children can listen to shared reading books at a listening center, arrange sentence strips of a familiar story or poem in a pocket chart, reread shared big books or poems with a partner, or simply read favorite shared reading books. Familiar text also lends itself to creating text innovations as a writing activity. Patterned predictable text is particularly supportive for students new to English.

Finally, the **skills and strategies** that are introduced and practiced during shared reading with the whole class become the focus of instruction during guided reading, in independent literacy work, in students' writing and during read alouds. Teachers can reinforce the skills and strategies introduced during shared reading using materials and books that are at students' instructional levels. Writing skills (e.g., language mechanics, word choice, sentence structure) that are brought to students' attention during shared reading can be a focus of instruction in their own writing. And, during read alouds, teachers may choose to remind students or draw their attention to a particular aspect of text they have focused on in shared reading.

The teaching and learning potential that arises out of students' familiarity with shared reading text is endless. As students return to familiar text or are asked to work with skills and strategies that they have been learning during shared reading, they have a base on which to continue to build their own literacy strategies. Shared reading provides the common ground for all students, regardless of their literacy or language levels, to come together and learn how text works through teacher demonstrations and interactions with each other. Shared reading provides the anchor for an ever-expanding classroom literacy program.

Resources for Shared Reading

Many different types of text can be used for shared reading. Here are some examples to get you started:

- Big books
- Individual student copies of the same text
- Enlarged text on an overhead transparency
- Excerpts from stories or informational text
- Student generated text
- Teacher created text
- Newspaper and news magazine articles (Hint: The writing in National Geographic magazine articles is very lively and colorful, especially the introductory paragraphs - a good resource for shared reading text for upper grade students and models of effective writing.)
- Poems
- Chants
- Finger plays
- Songs
- Charts
- Posters
- Pocket charts
- Wall stories

Criteria for Selecting Text for Shared Reading

Appeal to students

- High interest in topic
- Engaging and enjoyable
- Familiar characters and/or story lines

Appropriateness

- Connected to topics being studied
- Some students may be able to read with help, but all students benefit from instruction
- Fits instructional purpose
- Substantial enough to be returned to many times

Effective use of language

- Vivid word choice
- Rich vocabulary
- Technical terms explained or defined
- Incorporates rhyme and rhythm

Illustrations help convey the meaning of the text

- Provide visual clues
- Provide additional information

Length of text allows for quick read

- Short, simple text
- Short passages from longer text

Format

- Variety of genre
- Variety of text patterns

Word Work

Word Work encompasses concepts of print, phonemic awareness, phonics skills, decoding strategies, vocabulary, etc. Word work has the greatest benefit for second language learners when it is integrated into read alouds, shared reading, guided reading, writing and literacy centers so that children can begin to apply what they are learning in the context of reading and writing. In the process of learning about words, teachers focus students on particular aspects of words: e.g. initial/final letters and sounds, vowels, chunks, and suffixes. As students build a core of familiar words and develop strategies for approaching unfamiliar text, they are ready to independently read increasingly sophisticated text. The most valuable word work engages children in well-planned, multi-modal experiences as part of an effective classroom literacy program.

Using Read Aloud and Shared Reading Text

Partner sketch

One student sketches a word on the back of a partner. The partner tries to guess the word.

Word family chart

Teachers record word families on a large chart. Students must think of additional words for each family. Students can refer to the chart for spelling and vocabulary help, but teachers will also want to have students create individual reference lists of the words on the word family chart.

Role play

Teachers invite a few students to help demonstrate an activity.

Language functions

Language has social and academic functions. An example of the social function of language is how people greet each other. People great each other based on familiarity, formality, and the situation. With a friend, you might say "Hey!" If you are greeting the mayor, you would more likely say "Hello." English language learners need to learn more than words. They also need to learn how to use the words in various social situations.

The function of academic language is to engage students in thinking and learning. For example, when we ask students to compare and contrast, to predict, or to imagine, they need to know what we mean by those terms in order to comply. Teachers need to be explicit when it comes to the directions they give to students in order for students to be productive. Role playing, modeling and thinking aloud all help clarify for students how the English language works in both social and academic situations.

Multi-Modal Strategies for Engaging Students in Word Work

Everybody point

All students point to the correct answer while one student goes to the board.

Quick sketch

Creating a visual representation helps students internalize vocabulary words. Students may need to be reminded they are quickly sketching, not creating artistic masterpieces.

Body sketch

With this technique, students don't need pencils and paper. They make a quick sketch on their arms, legs, hands, etc. Having students sketch on a different body part for each word is another way to enhance this tactile strategy.

Visualize

Ask students to close their eyes and imagine or close their eyes and paint a picture in their heads. This technique creates images to go with words. Having students share their images with partners enhances the value of this strategy.

Mumble the word

Asking students to quietly repeat a word as they sketch it or visualize it creates another neuropathway to learning.

Vocabulary stories

Creating stories using vocabulary words gives students experience with using the words in a meaningful context. When teachers guide students in the creation of whole class vocabulary stories, they provide important models for second language learners. Students gain experience with sentence structure, story sequence, cause/effect, etc. English language learners can start with oral vocabulary stories and then move to writing their stories as they become more competent with English.

Clip art cards

Each card incorporates the correct spelling, definition and visual representation of a word. Student-created clip art cards provide a multi-purpose tool for word learning.

Kinesthetic practice activities

Incorporating kinesthetic motions and body movements provides additional reinforcement for word learning. Teachers can have students stand up, sit down, tap, snap, and clap to highlight spelling patterns, syllabication, parts of speech, etc.

Word detectives

Teacher-provided clues can focus student attention on letters, sounds, or word parts. Students need to identify the correct word based on the clues. Having students write each word gives them additional spelling practice. The use of individual white boards makes it easy for teachers to monitor student participation and correctness, and enables students to quickly make corrections if needed.

Increasing Student Interactions in Whole Class Literacy Lessons

By Catherine Brown

The following strategies will increase student interaction and therefore heighten comprehension and further the effectiveness of whole class literacy lessons. These techniques involve all students in ways that help them to be successful, increase their sense of accomplishment, and motivate them to continue to participate.

One effective way to account for different levels of English language competency and encourage participation is to pay attention to seating arrangements in whole group settings. Teachers may want to place newcomers in the front of the group to keep them engaged.

Another technique is to place an ELL newcomer near a bilingual student or a monolingual English speaker who is particularly skilled at including the newcomer in discussions and making sense of the text.

At times it may be productive to encourage ELLs to code-switch between their native language and English in order to best process the ideas and connect with the text.

Word Study:

The following strategies will help make word study more interactive and increase comprehensible input (understanding) and output (language used) of ELL students:

- All call out (versus one student answering).
- Draw on your neighbor's back: *When studying word families, punctuation, morphology, etc. one student writes the word or concept on their neighbor's back. The neighbor then guesses what feature or word has been drawn on his back.*
- Draw on an arm or leg with a forefinger: *all students in the group simultaneously write a word or sketch a concept on their own arm, leg or other body part – forearm, thigh, or the palms of their hands.*
- Draw in the air: *all students simultaneously sketch in the air using their forefingers. To enhance drawing, students repeat a word, paraphrase or summarize a concept orally in either their native language or in English.*
- Individual student white boards: *students bring whiteboards to the rug in order to show their responses, sketch ideas, etc. The teacher may ask all to show their answers in order to assess comprehension.*
- Back to back: *two students sit back-to-back. One student dictates a word, gives directions regarding sequencing, drawing a product using key vocabulary, etc. The other student executes the instructions. Students compare their products.*

- Tell a neighbor: *students are given opportunities to turn to their neighbor to discuss opinions, possible answers, etc.*
- Partner or individual fold books: *simple student-made fold-books provide opportunities for students to write examples of words within a word family or rime pattern, show uses of punctuation, etc.*
- Thumbs up/thumbs down: *teachers quiz students who indicate their responses by thumbs up for yes (correct) or thumbs down for no (incorrect).*
- Hold up cards: green for yes, red for no: *all students indicate their responses by holding up a green card for yes (correct) or a red card for no (incorrect) – another option is to color one side of a popsicle stick green and the other red. Students hold up the color they wish to demonstrate their response.*
- "Portable personal desktops": *when students come to the rug, they bring a hard surface to the rug for sketching or writing answers, taking notes, creating graphic organizers, etc.*
- Team answer: *teams or partners decide upon an answer and send one student from the group to the board to write the group's response, or the teacher calls on one student to give the answer orally.*

Shared Reading:

The same strategies listed above in word work can also be used to make shared reading more interactive. Shared reading strategies also work to make read-alouds more interactive.

- While reading, make gestures, use voice inflection, etc. to help convey the meaning of words; point to sketches or illustrations when necessary or possible.
- Pause periodically to allow students to internally process what they have heard.
- "Show" words through clip art, pencil drawings, acting out.
- Use realia (objects, pictures, games, toys, etc).
- Generate word lists to further elaborate upon content vocabulary, academic functions, and essential high frequency vocabulary.
- Rank or categorize words or concepts according to chronological sequence, level of importance, parts of speech, etc.
- Organize words or concepts with graphic organizers during the reading process.

Read Alouds

Increase interaction during read-alouds to enhance students' understanding of the story. In addition to the strategies listed in word work and shared reading, the following strategies and suggestions will help to make read-alouds more interactive:

- Quick sketch: *Ask students to quickly draw thoughts, ideas, or experiences they associate with the story.*
- Brainstorm: *Place students in pairs or small groups and have them brainstorm ideas around a story prompt or question related to the topic of the text. Students then categorize those responses. Categories may be teacher-determined or student-derived. Share out with the whole class.*
- Think-pair-share: *Provide students with a prompt that will assist them in relating the reading to their prior knowledge. They turn to their neighbor and discuss it.*
- Picture this: *Show a picture depicting a topic related to the text. Ask students to make predictions about the picture. You may want to assign different questions or questions stems (e.g., what, who, when, how) to each pair or group of students and have them make up their own question regarding the picture which they then try to answer. Not only do students think about the topic when the picture is closely related to the text, students become interested in whether or not their predictions turn out to be true.*
- Say anything: *The teacher pauses at specific points (especially immediately after something central occurs in the plot development) and directs students to talk with their neighbor about any reaction, comment, or question that comes up regarding the text being read. This allows students to direct the dialogue towards the ideas that are most pertinent to them.*
- Sketch in the air: *After reading a particularly descriptive segment, the teacher stops and directs students (while simultaneously modeling herself) to "sketch" in the air with their forefingers as the teacher re-reads the segment a second time. The idea is to focus upon the imagery generated by the language.*
- Fold book or graphic organizer: *Stop at various times and direct students to fill in the organizer, e.g., a connection they're making at that time; a representation of what's happening in the text at that time; an inference or prediction they're making at that point.*
- Model explicit learning strategies that readers use to increase comprehension and analysis of the text: *Label the strategy and create a gesture to help students remember it.*

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Appendix

Output Strategies for English-Language Learners: Theory to Practice

Angela R. Beckman Anthony

Teachers need to recognize the importance of intentionally targeting the language output of children who are learning English as a second language.

With growing numbers of English-language learners (ELLs) in American classrooms (National Center for Educational Statistics [NCES], 2004, 2006), language and literacy education for ELLs is a current "hot topic" among researchers and practitioners (Cassidy & Cassidy, 2003, 2004, 2005, 2007). Topics of discussion include the challenges facing both researchers and practitioners to describe and understand the many direct and indirect factors that influence English-language learning as well as choosing appropriate, evidence-based teaching strategies (Hinkel, 2005). This article explores classroom-based teaching strategies for ELLs that target output (i.e., expressive language) and reviews the role of expression in the process of learning English as a second language. First, a theoretical basis for expanding on traditional teaching input to require output from the learner is presented. Second, teaching strategies emphasizing language production (i.e., output) are presented in four categories: collaborative conversations, vocabulary, writing, and reading.

Language Input and Output in Second-Language Learning

Input

Input has long been deemed important for all children learning language. There is evidence that both the quality and the amount of language input children experience influences native language acquisition as well as second-language acquisition. Evidence from the work of Hart and Risley (1995) showed that characteristics of parent language input (e.g., linguistic diversity, feedback) were better predictors of vocabulary scores at 9–10 years of age than were child accomplishments. Hart and Risley also found that children who received less input had lower language skills than children who received more input. This gap lasted over time and, without intervention, children deprived of large amounts of quality language input at an early age never caught up to their language-advantaged peers who were exposed to more quality input. Work by Huttenlocher, Vasilyeva, Cymerman, and Levine (2002) showed that input is also important in classrooms and demonstrated that when teachers use more syntactically complex speech, children achieve greater syntactic growth.

In an instructional setting, input has been characterized as having communicative intent (VanPatten, 2003), and it has been identified as an important instructional factor specifically for ELLs. In a study of ELLs, students who "reached performance levels similar to native English-speaking children received instruction (i.e., input) that was rated higher quality than that in classrooms with poorer student outcomes" (Gersten, Baker, Haager, & Graves, 2005, p. 204). In this study, quality classrooms were characterized by higher ratings on the English-Language Learner Classroom Observation Instrument in the areas of explicit teaching; differentiating instruction for low performers; and greater amount and quality of instruction in vocabulary, phonemic awareness, and phonics.

All current models of second-language acquisition incorporate input (VanPatten, 2003). This theoretical framework, called the "input hypothesis," underlies

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what we "give" to students. The input hypothesis is rooted in the work of Krashen (1985) in which he proposed that second-language acquisition is a result of "comprehensible input" that is received by the learner.

Previous articles in *The Reading Teacher* focus on what teachers and parents can do to provide comprehensible input for children learning to speak and read in a second language. Strategies addressed include developing oral vocabulary prior to using texts for instructional purposes, developing comprehension skills, and providing first-language support (Lenters, 2004); using early literacy assessments such as the Phonological Awareness Literacy Screening to guide instruction for ELLs (Helman, 2005); and encouraging parent involvement in literacy learning (Ortiz & Ordonez-Jasis, 2005). Although these articles focus on what teachers and parents can do to help ELLs learn second-language vocabulary and transfer these skills to reading, little is said about what we should expect in turn from the children who are learning English as a second language and learning to apply that language to the reading of text.

For years, second-language learning models held the position that comprehensible input (i.e., input that is understood by the learner) was a necessary and sufficient condition for second-language acquisition (Krashen, 1985; Swain, 2005) and that second-language learning is a largely implicit process (Pica, 2005). However, recent theoretical models include output as another important part of the second-language learning process.

Output as Product and Process

Output has been traditionally defined as the *product* of learning—or how children demonstrate what they have learned (Swain, 2005; VanPatten, 2003). Teachers use output to determine what students "know" or have learned about a topic. When a teacher asks a question, the students' responses (whether spoken or written) are output. When students take a test, the answers they provide are examples of output. Thus, the term *output* has traditionally been used to describe what ELL students can produce in the spoken or written modalities.

Recently, however, output has been explored as a learning *process* as well—one in which the ELL student tests second-language understanding and learns from the feedback received. VanPatten (2003) described two processes involved in output: access and production strategies. Access involves searching the vocabulary store, or lexicon, in the brain to find appropriate words and forms of words necessary to express a particular meaning. For example, to talk about a dog, the child would need to search through his or her lexicon to find the word *dog*. Access in a first language occurs almost automatically and without much effort. However, access in a second language requires conscious attention as it is being acquired; automaticity occurs much later. Production strategies are used in putting together strings of words accessed from the lexicon to form a sentence or utterance. This requires several words to be accessed and put together in the appropriate order to express the desired idea. For example, after accessing the words *dog* and *barked* the child would use production strategies to formulate the sentence "the dog barked" to tell a peer about what he observed the dog doing. The expression of this idea using the accessed vocabulary is the output.

The importance of output in the process of learning has been relatively unexplored until recently (e.g., Izumi, 2002; Izumi, Bigelow, Fujiwara, & Fearnow, 1999; Swain, 2005; Swain & Lapkin, 1998). Swain (2005; Swain & Lapkin, 1998) presented evidence that producing the target language (i.e., output) is important for ELLs. In reviewing studies of French immersion programs in Canada, Swain (2005) noted that despite "an abundance of comprehensible input," speaking and writing abilities of second-language learners remain different than those of peers who are native speakers of the language. Additional evidence suggested that input alone was not sufficient for learning a second language (Swain, 2005), particularly when learning to use correct word order (syntax) and word forms (morphology) of the new language (Izumi, 2003; Nunan, 2005).

These findings led researchers and practitioners to explore beyond the boundaries of input and look more closely at the process of output.

Three Functions of Output

Swain (2005) discussed three possible functions of output in the learning process: noticing/triggering, hypothesis testing, and metalinguistic/reflective functions. When learners attempt to produce the target language, they may notice that they do not know how to say or write the desired message effectively. Thus, the production of output might trigger attention and direct the learner to notice something he or she needs

to explore further in the new language. For example, a student might use an incorrect verb tense, recognize it as incorrect, and seek input to identify the correct production. Recognizing an error and seeking new information to fill in previous gaps in knowledge are hypothesized to require cognitive processes involved in learning a second language. These cognitive processes include generating new linguistic knowledge or consolidating existing knowledge.

The second function of output is hypothesis testing (i.e., creating a "trial run" of how to communicate a message). In this case, the student begins with a hypothesis about what the message should sound or look like, tests this hypothesis by producing it, and then receives feedback from another person regarding its correctness. The feedback should lead the student to modify the production to fit the correct form. It is suggested that this modified output prepares the student for subsequent uses of the correct form.

A third function of output, the metalinguistic (reflective) function, occurs when language is used to reflect on the language that a learner produces or is produced by others. One source of this function is collaborative dialogue in which groups of students or students with a teacher share ideas and are free to reflect on what is said and how it is said. The key element of this function is that through the process of speaking and reflecting the student must realize that he or she does not understand the use of a particular language form and then talk about that process. There is some type of externalized thinking that provides output as an object of reflection. For example, if a child says, "I walks the dog" and then recognizes the incorrect verb form, the child might then say or think, "Walks is not right." Reflection can lead to modifying output and, in a manner similar, to noticing and hypothesis testing, which can trigger cognitive processes that lead to learning (Izumi, 2003; Swain, 2005).

Implications of the Output Hypothesis

Language input is important for ELLs. At a most basic level, input is necessary to spark language production (output). As noted above, input is undoubtedly important for a child who is learning either a first or a second language. The desired outcome for ELLs has long been the ability to speak accurately and fluently; however, the focus on production of language and actively reflecting on that language as a part of the learning process has been frequently overlooked. In the current literature, emphasis is often placed on the program used and what teachers do (e.g., Carlo et al., 2004) rather than on how children learn or what encourages children to participate in activities that encourage learning. Application of the output theory is evident in some recent research (Izumi, 2002; Izumi et al., 1999; Swain, 2005; Swain & Lapkin, 1998); however, implications of the output hypothesis are only beginning to surface in current instructional recommendations. Emphasis on output (in addition to input) remains largely neglected in practitioner literature; specifically, the emphasis on intentional planning to create opportunities for student output is lacking. Thus, the goal of this article is to provide specific applications of the output theory to classroom practices.

Language- and Literacy-Based Strategies That Encourage Output

Research identifying specific strategies for ELLs "has been slow in coming and scattered in perspective" (Cohen & Horowitz, 2002, p. 33). However, many researchers suggest that strategies for teaching reading to ELLs may be quite similar to strategies that are used with native readers. As Eskey (2005) stated, "reading is reading in any context, just as language acquisition is language acquisition" (p. 564). Eskey did not deny that there may be differences between native language learners and ELLs but argued that the similarities far outweigh the differences. One primary similarity is that second-language readers cannot read texts beyond their level of proficiency; readers and texts should be matched for language and interest level. It is also suggested that reading is not only a means to an end but also a way of acquiring language.

Creating a Supportive Learning Environment

Creating a "literate environment" that is rich in input provides a safe setting in which to produce and explore a new language. Teachers can encourage the process of learning by creating "classroom conditions that enable English learners to cross over the instructional divide from confusion into meaningful learning" (Meyer, 2000, p. 228). Teachers identified as "outstanding" in promoting literacy achievements conduct reading and writing activities daily, explicit-

ly model literacy skills and strategies, and integrate literacy instruction with the rest of the curriculum, creating naturalistic opportunities for addressing literacy skills (Pressley, 2002). To create these conditions, teachers can lower the barriers of cognitive load (i.e., the number of new concepts embedded in a lesson or text), culture load (i.e., the amount of cultural knowledge required but never explicitly explained), language load (i.e., frequency and complexity of unfamiliar English words), and learning load (i.e., what activities and tasks teachers are asking students to do with English). Teachers may also encourage the process of learning by pushing students beyond just getting their message across and by expecting a message "that is conveyed precisely, coherently, and appropriately" (Swain, 2005, p. 473).

Strategies for first-language reading intervention may also be applied to working with the ELL population. Intervention strategies should be designed to anticipate specific struggles that readers have at various ages and stages of development. To do this, five specific characteristics may be applied to instructional programs. First, explicit, repetitive procedures for problem solving or completing a task should be taught and reinforced. Second, task completion should be scaffolded with teacher assistance progressing from more to less support and tasks moving from easier to more complex. Third, integration of literacy activities into other domains should be strategic, recognizing and using children's strengths in one area to help them apply literacy strategies in another area. Fourth, background knowledge should be used to lay the groundwork for newer, higher-level tasks. Finally, review of materials and concepts should be targeted to the individual learner and the demands of the specific task (Coyne, Kame'enui, & Simmons, 2001).

Creating a supportive classroom environment is not enough to create sufficient output opportunities. In the following section, I discuss commonly recommended instructional strategies for literacy learning and explicitly identify how the output hypothesis applies. I also provide hypothetical dialogues to illustrate how activities may be intentionally designed to encourage student output and provide examples specifically related to the three functions of output: noticing, hypothesis testing, and reflecting. Strategies for creating environments that encourage output are described in four areas: collaborative conversations, vocabulary, writing, and reading.

Collaborative Conversations

Collaborative dialogues occur when students work together to discuss and solve problems. Psychological theorists believe that learning takes place in these types of dialogues—after participating in group-learning experiences children internalize knowledge. Thus, group problem solving builds skills that can later be transferred to problem solving by individuals (Swain, 2005). Cooperative learning such as this has been identified as a motivating strategy used in high-quality classrooms (Pressley, 2002).

Teachers should be aware that true collaborative dialogues consist of balanced turns between the teacher and children in the group. A common occurrence in classrooms is the routine of the teacher asking a question and children providing responses. Although this may appear to be turn taking between teacher and student, it often results in an unnatural conversation with length of turns being unbalanced (i.e., the teacher dominates talk and children provide responses limited in length). When a teacher uses too many closed questions (i.e., questions that have a "right" answer and that often can be answered with a single word or phrase), the purpose of the exchange is no longer to communicate but to test knowledge (see Figure 1). To maximize opportunities for output, interactions should have a communicative goal, and students should be expected to contribute to the conversation (VanPatten, 2003). The use of open questions (i.e., questions that the teacher does not "know" the answer to or questions that do not have one "right" answer) encourages students to contribute and to provide longer, more complex responses (Nunan, 2005). The interaction may be structured, however, to provide tasks appropriate to the student's ability level. For example, a student with a limited English vocabulary may participate in the interaction by repeating an answer modeled by the teacher or by saying a single word; a student with more advanced skills would be expected to contribute new ideas in complete sentences (see Figure 2). In sum, the point here is that more interaction is better (VanPatten, 2003).

Vocabulary

Vocabulary provides the basis for spoken and written communication; thus, it is unfortunate that many school curricula place little emphasis on vocabulary acquisition. Beck, McKeown, and Kucan (2002) recommended "robust" vocabulary instruction; that is,

Figure 1
Hypothetical Unbalanced Dialogue Resulting From the Use of Closed Questions

Speaker	Dialogue	Analysis
Teacher	Now it is story time. This is the book we are reading today. What is the title of the story?	Initiation of topic Closed question
Jessica	Color.	One-word answer
Teacher	*The Story of Colors* [Marcos, 1996]. What is the story about?	Teacher model Closed question
Luis	Making colors.	Two-word answer
Teacher	OK, making colors. Let's read it. [begins to read]	Close of conversation

Figure 2
Hypothetical Balanced Dialogue With Examples of an Open Question and Drawing Attention to Cognates by the Teacher and Noticing and Reflection by a Child

Speaker	Dialogue	Analysis
Teacher	Look at the story we have for today. What do you think the title might be?	Directive Open question
Jessica	Man makes color story.	Simple-sentence answer
Luis	*Historia de los Colores.* [reading words in Spanish on the book cover]	Reference to title in Spanish
Teacher	Luis read the title in Spanish. Jessica used some English words that are in the title. Can we figure out what the whole title is in English?	Review of known information; pushing students to think about English translation
Luis	Colores story.	Mixed Spanish and English response
Teacher	In English *colores* is *colors*, Luis. So this book is called *The Story of Colors* [Marcos, 1996].	Drawing attention to an English–Spanish cognate
Luis	*Story of Colors.*	Child repeats title in English
Teacher	Let's read to find out what the story is about. [begins to read]	Close of conversation

instruction that is "vigorous, strong, and powerful in effect" (p. 2). This type of instruction begins with a contextualized, repetitive, meaningful introduction to an unfamiliar word (see Figure 3). For example, when a new word is encountered in a storybook, the teacher might refer back to the text in which the word appeared, reread the sentence(s) that exemplifies its meaning, and ask the children to repeat the target word. Next, an explanation of the meaning would be provided, and examples of how the word might be used in contexts other than the one in which it was discovered could be offered. Children could be involved in this by following the teacher's example with some of their own examples of applying the word in context. Finally, children would be asked to repeat the word again to reinforce the target word.

Simply introducing vocabulary one time is not sufficient. Extended and repeated opportunities to en-

Figure 3
Hypothetical Example of a Contextualized, Repetitive, and Meaningful Introduction to an Unfamiliar Vocabulary Word

Speaker	Dialogue	Analysis
Teacher	Look at the story we have for today. What do you think the title might be? [reading text from *The Story of Colors* (Marcos, 1996)] "Old Antonio points at a *macaw* crossing the afternoon sky." Everyone say *macaw* with me.	Directive Open question Reading sentence with a new word, *macaw*
Children and Teacher	Macaw.	Children produce the word
Teacher	A macaw is a large bird with colorful feathers. Some macaws live in the rainforests of Mexico. Have you ever seen a macaw?	Explanation of meaning Example of another context
Jessica	I saw birds in the zoo with lots of colors.	Child applying the word in context
Teacher	Jessica saw birds with lots of colors at the zoo. Maybe she saw a macaw. Let's say the word together one more time to help us remember it.	Teacher repeating the example
Children and Teacher	Macaw.	Children repeat the word again

gage in activities that offer interactions with new words are needed (Stahl & Nagy, 2006). Robust instruction involves engaging students with word meanings and providing opportunities for children to actively deal with meanings of new vocabulary after they have been introduced. Students might be asked to create associations between new words and known words or phrases. After making their associations, students should also explain why the words are associated and how they made the connection (Beck et al., 2002). For example, after students have been exposed to the word *brilliant* and presented with an explanation of its meaning, this word may be associated with a *rainbow* as it is in the conversation in Figure 4. Asking students to make associations requires hypothesis testing on the student's part to determine which ideas fit together. Explaining the reasoning for associations leads students to reflect on the decisions made as well as to reflect on the meaning of the word as it is used in a particular context.

Another strategy for robust vocabulary instruction is to ask students to connect new vocabulary to personal experiences. Again, after exposure to and explanation of a new word, students might describe an experience they have had to which the word applies. Application to personal experiences may help students notice a new word or word form that they have previously used incorrectly or not used at all. For example, if students are introduced to the word *macaw*, they might make the connection to a visit to the zoo as Jessica did in the dialogue in Figure 3. This strategy also creates a meaningful experience for learning by showing students that the new word applies to their lives (Beck et al., 2002). Meaningful connections to the child's first language can also be made through the use of cognates (Bear, Helman, Templeton, Invernizzi, & Johnston, 2007). When an English word is similar to a word in the first language, students can use this background knowledge to improve their English skills. We see the teacher draw Luis's attention to the Spanish–English cognates *colores* and *colors* in Figure 2. It should be noted that the Spanish and English languages share a large number of cognates. Thus, drawing attention to cognates is particularly useful for ELLs whose first language is Spanish (August, Carlo, Dressler, & Snow, 2005). For children with other

Figure 4
Hypothetical Example of Dialogue That Encourages Hypothesis Testing and Making Associations

Speaker	Dialogue	Analysis
Teacher	[reads text from *The Story of Colors* (Marcos, 1996)] "I see the *brilliant* streak of colors in the gray mist of a gathering rain." *Brilliant* means that the colors are very bright and beautiful. In the story, the macaw has brilliant colors. Do you think a zebra is brilliant?	Reading of new word and explanation of the word Question to encourage hypothesis testing
Luis	No.	Child response to hypothesis testing question
Teacher	No. A zebra is black and white, not colorful. Can you think of something that might be bright and colorful?	Encouraging children to make an association or test a hypothesis
Jessica	A rainbow has lots of color.	Child association
Teacher	Do you think a rainbow is brilliant?	Hypothesis testing
Jessica	Yes.	Confirmation
Teacher	Yes, it is. Why is it brilliant?	Encouraging association
Luis	It has bright colors.	
Teacher	Yes, something that has lots of bright colors, like a rainbow, can be described as brilliant.	

first languages that share fewer cognates with English, this strategy may be less beneficial.

Writing

Although they did not refer to the output hypothesis in their work, Rubin and Carlan (2005) provided some recommendations related to writing that support the output process. Writing in and of itself is an exercise in output. Thus, encouraging writing and valuing it as a tool to express ideas are important. When writing, children should also be encouraged to talk about the writing process, including how they know what to write. This provides exposure to input from peers, encourages reflection by requiring children to think about the writing process, and pushes them to use language to describe the writing process. It also gives the teacher insight on what strategies children are using and opportunities to provide feedback to correct errors or clarify misconceptions about the language.

As with conversations, collaborative learning is important in the writing process. The monitoring and feedback that is initially provided by the teacher should become a part of the students' responsibility (Harris, Schmidt, & Graham, 1998). After the teacher has modeled and taught strategies for providing feedback, peers can be given this responsibility and provided with opportunities to "collaborate to generate ideas, exchange texts, and construct feedback on the content and form of written drafts" (Hedgcock, 2005, p. 605). This feedback should come from other ELLs as well as from peers whose first language is English.

Children should be given opportunities to read aloud what they have written and, if possible, to do so in both their native and second language. By encouraging reviewing of written work, children will have opportunities to notice errors or areas in which they need support to improve the expression of their ideas. Sharing in a group provides opportunities for input from peers, as well as opportunities to receive feedback and improve their writing. This strategy also gives a sense of importance to what children write and gives them opportunities to produce language that is personally meaningful (Rubin & Carlan, 2005).

Pressley (2002) identified frequent opportunities for story and journal writing as a feature of classrooms with "expert" teachers. Daily opportunities for writing should be provided. Teachers may need to provide ELLs with focused support to help them get started with writing. For example, students might be encouraged to first make a list of things they know a lot about. This list can then serve as a starting point for identifying a topic to write about. Conversations between a student and teacher can lead to a more focused topic (Strickland, Ganske, & Monroe, 2002). For example, if a student knows a lot about basketball because he plays with his friends after school, a guided conversation with the teacher might remind him of the time he made the winning shot for his team. The story of this winning game could then become the topic for writing.

Ideas for writing may also be found in books that are read and discussed aloud. If a student makes a personal connection to a part of the story, he or she can use this as a starting point. For example, if the teacher recalls a student's connection, such as Jessica's connection of the macaw to the zoo in Figure 3, she can be encouraged to write about this experience. These conversations also provide opportunities for children to explore and reflect on what they know and how they might convey that knowledge in writing. Strickland et al. (2002) also suggested that brief writings are sufficient, particularly for struggling writers. The emphasis does not have to be on how long the product is or the length of time spent writing—at least not all the time.

Finally, just as similarities in oral language (e.g., cognates) can be used as a way to make connections for ELLs in vocabulary, a comparison of written language can also be beneficial. The teacher should be aware of any differences between the first language and English in the written form and help the child to recognize these differences. When children are aware of these differences, they can use their first language to support writing in English (Bear et al., 2007). In order to build on their first language and their knowledge of differences between languages, children may be encouraged to write in their first language and then translate the text into English. Rubin and Carlan (2005) reviewed stages of writing development as it occurs in two languages and provided guidelines for assessing and understanding children's progress.

Reading

> The reading teacher's job is thus not so much to teach a specific skill or content as to get students reading and to keep them reading—that is, to find a way to motivate them to read, and to facilitate their reading of whatever texts they have chosen to read or been asked to read. (Eskey, 2005, p. 574)

It is well understood that an extensive reading vocabulary in a new language is best acquired through the act of reading. Books provide access to new vocabulary that can then be targeted in language production. Once ELLs have been enticed by text, the world of vocabulary and language is opened to them—if they receive appropriate support for learning. Lessons designed around books serve as a resource to generate discussion and writing opportunities. Examples of specific targets from a book have been presented in Figures 2, 3, and 4. Additional strategies for encouraging output that improves reading skills of ELLs are described in the following paragraphs.

In terms of output, several opportunities exist within the reading of text to "push" students in their language use. Choral reading of text gives students the opportunity to hear fluent reading and at the same time participate in production of language. This provides an opportunity for students to notice when they are reading something incorrectly as well as a chance to receive feedback about the correct way to read it. Students should join in reading the text to the extent that they feel comfortable and should be given multiple opportunities to do so. This strategy is particularly helpful for children who are not yet fluent in English because the indirect feedback is less embarrassing than when the child is overtly corrected in front of peers, and it allows the student to remain confident in participating (Strickland et al., 2002).

Books can also be a source of text for Readers Theatre—an activity laden with opportunities for noticing and reflecting on language. This strategy turns a text into a script to be acted out. Students must read and interpret not only meaning but also the emotions and characteristics of the speakers they are representing. Several opportunities to practice the script should be provided before students "perform" for classmates. Practice readings could also be tape recorded and played back for students. Listening to the recording would provide an opportunity for students to hear themselves talking, reflect on their pro-

ductions, and notice areas that could be improved (Strickland et al., 2002).

Open role-plays may be used in a similar manner with students who are capable of participating in a less structured activity. Rather than creating a script directly from the text, students may create their own script based on interpretations of characters in a story. This type of activity encourages varied discourse and allows for several turns in a conversational exchange; however, teachers should be aware that a loosely structured role-play places more demand on the student's language ability. A more structured, scripted role-play may be used, but it does not allow for the same level of discourse as open role-play (Kasper & Roever, 2005).

Think-alouds can also be an effective strategy for ELLs. Strickland et al. (2002) suggested introducing think-alouds to students through explicit modeling and demonstration before asking students to carry out the strategy on their own. For example, while showing a passage on an overhead projector, the teacher can read aloud, stop at points of confusion, and write notes in the margins (see Figure 5). The teacher and students together can go back to these problem points and talk about strategies for understanding. After students have become familiar with the process, they may be asked to conduct think-alouds in small groups or pairs. Discussions can occur between peers with help from the teacher as needed. Again, these discussions around a shared text provide opportunities for hypothesis testing (e.g., discussing what they think the story will be about), noticing (e.g., becoming aware that their interpretation of an event is different from a peer's), and reflecting (e.g., making a personal connection to an event in the story).

Strategies for interacting with text should be employed before, during, and after reading. Eskey (2005) provided a summary of commonly used cognitive strategies used when teaching reading. Before reading, the teacher can prepare students for what they will encounter in the text. Important vocabulary can be introduced and background knowledge can be activated. Students might also be encouraged to skim the text to get an idea of what the story might be about. These activities prepare the student for interacting with the text during reading—when the student can apply his or her vocabulary knowledge and determine whether the background knowledge brought to the reading fits with the text. After reading, more critical thinking can be applied in group discussions of the text. Follow-up activities might involve reading other texts on the same topic, extending the topic into additional discussions, or writing about the text. As described earlier, these conversations or writing experiences lead students to notice, hypothesize, and reflect on the language—all of which are part of the learning process and all of which produce output.

Intentionally Targeting Language Output

The strategies suggested in this article are likely not new to reading teachers. It is no surprise that strategies for teaching reading to native language users and struggling readers can be applied to instruction for ELLs. What is potentially a new concept here is the importance of intentionally targeting language output from children who are learning English as a second language. It is no longer enough to expose children

Figure 5
Hypothetical Example of a Think-Aloud Model by the Teacher

Speaker	Dialogue
Teacher	[reads text from *The Story of Colors* (Marcos, 1996)] "The macaw didn't used to be like this. It hardly had any color at all. It was just gray."
	[thinking aloud] I wonder how the macaw got all its colors. The last picture showed lots of colors.
	[reads] "It was just gray. Its feathers were stunted, like a wet chicken—just one more bird among all the others who didn't know how he arrived in the world. The gods themselves didn't know who made the birds. Or why."
	[thinking aloud] This page didn't tell me about the macaw getting its colors. I wonder if the gods decided to color the birds. I'll have to keep reading to find out.

to quality language and expect that this input alone will be enough to learn a new language. Current research has debunked the input hypothesis in its pure form—input is necessary but not sufficient. The good news is that output can be intentionally targeted during common practices in teaching reading. Several of these strategies and classroom-based activities have been explored here, but this is by no means an exhaustive description. As reading teachers work with ELLs, they must expect children to not only attend to input but also to produce output as well. Teachers have the responsibility to offer opportunities for output and to respond to output by scaffolding students to produce precise, coherent, and appropriate language. Provided with these opportunities, students learning English as a second language will have a better chance to become proficient.

Anthony teaches at Eastern Illinois University in Charleston; e-mail arbeckman@eiu.edu.

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