

Module 7

Supporting reading

Introduction

Learning to read in a new language takes a long time, especially for learners who can not yet read or write in their first language. The *English Language Intensive Programme* (ELIP) explains what to do for learners at different stages of learning to read and then helping them with “reading to learn”.

The *English Language Learning Progressions* (ELLP) has a section on what is different about learning to read in a new language. In each year group booklet (Years 1-4, Years 5-8 and Years 9-13), the *ELLP* explains what makes texts easy or hard for a learner of this age at each stage and has some suggestions about how to help learners with different levels of texts.

For those working with learners in years 7-13, there is excellent guidance on using effective strategies to teach “reading to learn” in the *Teachers’ Notes* for using the *Selections* texts.

Here is an outline of what to do to ensure that a beginning reading programme is organised so that it meets the needs of beginning readers at any class year level.

A beginner reading programme for Step 1 Foundation Stage learners and Stage 1

Develop letter/sound recognition (in context) in short, regular daily sessions.

This must be done through a programme based on the systematic teaching of phonemic awareness. Ideally this type of programme should integrate reading, writing, listening and speaking, as phonemic awareness is more likely to be consolidated and transferred into all learning areas if the programme is integrated rather than being oral only. One useful resource The Phonemic Awareness Programme 1C can be found on ESOL online.

You can find more information about early reading resources in schools through Te Kete Ipurangi on the *Sounds and Words* website <http://soundsandwords.tki.org.nz/>

The class reading session can be supplemented by:

- making up bilingual word cards (with the word in English on one side, and in the child’s home language on the other side)
- putting laminated word cards with words and sounds onto a split ring (like a key ring) for students to learn in random order
- taking home taped reading materials
- using software programmes which strengthen phonemic awareness
- using spelling programmes
- playing card and board games available from Teachers’ Centres and other commercial outlets
- using a variety of early reading books in print and on CD Rom, and other electronic reading resources, including all the Ministry of Education readers on CD Rom (see **Resources** section below)
- using bilingual and English dictionaries, including picture dictionaries
- using Digital Learning Objects (computer based tasks) in literacy, numeracy, social studies and science (see Module 9).

Your coordinating teacher can arrange a password for the school to connect to the DLOs and can contact School Support Services advisors for advice on how to use these. Research shows that DLOs are very useful in helping learners to understand concepts in many curriculum areas such as “pulleys and levers” and they are very useful for self-access learning.

Step 2

Develop vocabulary and reading/writing skills in context through use of a graded reading programme. Make sure that you:

- integrate reading, writing, speaking and listening in the reading programme
- use lots of visual materials
- choose materials that match the age, interests and needs of the reader as far as possible and make sure that there are books on the same topic available at different reading levels
- include a spelling programme (There are some good software programmes for spelling.)
- explain how to learn vocabulary (e.g. Look, Say, Spell, Cover, Write, Check) and make sure that students are learning about collocation, word webs and other ways to organise vocabulary learning (see *A Teaching Resource for Using the Picture Dictionary for New Learners of English* – in schools or on the web)
http://www.tki.org.nz/esolonline/classroom/vocabulary/MOE_picture_dictionary.pdf
- allow learners to take home practice materials
- read both fictional texts and factual texts from a range of curriculum areas
- set specific, achievable short term goals as part of the individual programme plan (e.g. learn 20 science words this week, pages 5-6 of Section 3 of the *Refugee Handbook For Schools*).

Suggestions

Keep a scrapbook which includes pictures of items and photographs culturally familiar to the learner (e.g. festivals, food, plants, people, animals, street scenes, places, landmarks) to write and read about. You can write the sentence/s from oral text produced by the learner, or you can model a sentence and write it down for the student to read.

You can also use software such as *KidPix Deluxe*, *Claris Slide Show* and *Clicker* software programmes for learners to create their own texts and have them read back to them. (Regional ESOL Advisers can help you access and use these programmes and look on the Ministry of Education *Software for Learning* site. **http://www.tki.org.nz/r/ict/software/index_e.php**)

It is still important that students get plenty of reading reinforcement at home through being able to take home taped materials, in both English and **first language** where possible.

This is a very brief guide to supporting beginning readers. There are lots of other suggestions to support reading development in the Ministry of Education publications supporting reading, such as the DVD *Guided Reading*, the draft *Literacy Learning Progressions* and on the Ministry literacy website.

There is more information on approaches and strategies to use when working to improve learners' "reading to learn" skills in *Effective Literacy Practice in Years 1-4*, *Effective Literacy Practice in Years 5-8*, and *Effective Literacy Strategies in Years 9-13*.

Module 7 Task Building knowledge about supporting reading

Purpose: to ensure teacher aides/bilingual tutors are familiar with how to make the most of a simple reading text when working with English language learners at Foundation and Stage 1.

Individual task

Read Resource 7A Reading: Information on Learning Steps for New Learners of English (NLOE) and discuss it with your coordinating teacher, as preparation for keeping notes on Resource 7B Reading with New Learners of English: Checklist Chart.

Workshop task

Choose a text all workshop participants could use with their learners. As a group, prepare some of the resources suggested on the Learning Steps sheet for this text, and make sure everyone has a set to use.

Choose one of the reading tasks from the *Teachers' Notes* for one of the *Selections* series, and use it as a model to design a similar task for a text you use with your learners.

Good practice

Good practice in reading instruction with English language learners means:

- ensuring all beginning readers, no matter what age, have had enough quality instruction at foundation level so they can decode (understand sound and letter relationships)
- making sure that reading programmes actively engage students with texts and use a variety of ways of helping them to process texts, so that they understand what they read
- making sure the programme uses reading materials in every classroom, including subject classrooms, that match the age and English level of the student*
- making speaking, listening and writing a part of the reading programme

Teacher aides/bilingual tutors working with students who can read in their first language can help them maintain their first language. They can encourage students to read more, by using **first language reading materials** from libraries and the internet. There are many places on the internet which can give students access to reading materials in a range of languages.

*Make sure that everyone knows where resources provided by the Ministry of Education are kept, so that they are used! (see **Resources** section below)

Resources

Additional guidelines for teaching reading – Ministry of Education

- Sounds and Words website <http://soundsandwords.tki.org.nz/>
- *ESOL Funding Assessment Guidelines* gives an explanation of how to take a Record of Oral Vocabulary and a Record of Written Vocabulary
- *English Language Learning Progressions*, in the reading sections and matrices in the Introduction, Years 1-4, 5-8 and 9-13 sections shows how to recognise what makes a text more or less difficult.
- *English Language Intensive Programme Primary Resource* and *Years 7-13 Resource, Reading, Understanding and Responding* sections at each stage – examples of reading texts and tasks.
- *Supporting English Language Learners in Primary Schools (SELLIPS)* – forthcoming
- *Teachers' Notes for Selections* – collections of reading texts and tasks to help students understand what they read.
- *Guided Reading* – DVD and handbooks.

Ministry of Education reading materials (see the Resource pamphlet online)
http://www.tki.org.nz/r/esol/PDF/ESOL_Pamphlet.pdf

These include:

- E books such as *Freaky Fridge and other stories* (which have a slower reading track for English language learners),
- *Tupu* series of readers – for Pasifika students
- *Selections – Ready to Read* series for beginning (Foundation) readers and *School Journal extract* series for Stage 1 and 2 learners
- *School Journal* materials, *Journal of Young People’s Writing*, *Connections* (Maths, English and Technology), *Choices* series (with *Teachers’ Notes*) and *Applications* series (simplified texts on Science topics for older learners, with *Teachers’ Notes*)

Commercial texts (from booksellers)

There are also many excellent commercial texts, both factual and fictional. The 2008 *Selections – Ready to Read* series uses some of the commercial texts, and provides *Teachers’ Notes* on how to use them with English language learners.

Next steps

View the *Guided Reading* DVD with a coordinating teacher and use these techniques on a text the students are reading in class.

Re-read Resource 7A Reading Steps for New Learners of English and use as many of the suggestions as possible to work with a student, or a group, on a new text. Keep notes on how the learners responded to the process and how it was similar to or different from the ways you usually approach reading.

Module 8 The next module is about supporting writing.

Preparation:

Use the template below to make notes on how you help students when they are given a writing task.

Ask one of the mainstream teachers or the coordinating teachers what they do to help students organise information for writing an information report (For models of information reports see *ELIP*.)

Ways to help students write an information report.

Here is an approach to helping early stage learners with reading texts in curriculum areas.

Factual texts are very useful for supporting reading development. Simplified texts help learners to understand curriculum topics at the same time as learning to read.

<http://www.enchantedlearning.com/Home.html> is a website with many different downloadable books at different stages about many different areas of the curriculum. Schools can subscribe to these.

1. Build the field of knowledge.

- Find lots of pictures about the topic, to talk about with the learner in L1 (first language).
- Talk about the topic and get learners to write down/talk about/ think about/describe what they see in the pictures.
- Make concept maps about the topic e.g. organise information into KWHL charts (see Module 9) – get students to generate (make up) questions about the topic.
- Take a **record of oral or written vocabulary*** to find out what the student knows.

Remember to explain to students that they can do this by themselves when they start a new topic in any subject area, and that they should include words in their first language.

**ESOL Funding Assessment Guidelines*

2. Break the task into small chunks or steps.

- Make sure that students ask themselves, “Do I understand what I have to do in this task?” or “Do I know what the purpose for reading this text is?” Explain how the task links to things they have done before or are going to do again, or as a next step.

3. “Unpack” model texts by explaining text organisation and language features.

- When reading a new text with new learners of English, read the whole text through to them first. Read it again and point to the words.
- Make sure you explain to learners what type of text they are reading (e.g. an information report, a narrative story etc – check this with the teacher). This is to help learners understand when they see the same sort of text again what the language features are and how the text is organised. For more information on types of text, see the *English Language Intensive Programme – (ELIP)*, especially Foundation and Stage 1.
- If it’s a writing task you are supporting, make sure learners know how to complete the task, and have seen a model, or are using a writing frame e.g. for an opinion/argument. (See *ELIP*). There are many different ways of helping students understand how texts are organised and what their language features are. *ELIP* explains many of these.

4. Put the models together again. There are many ways of helping students to see “the big picture” of the whole text that you have broken down into small parts. You could:

- ask the learners to tell you/write down the **main ideas** about what they have read, with the book open or shut. (You could write down what they say and get them to read it back to you if they have difficulty writing in English or L1.)
- use vocabulary games to help them learn key words and new words
- do a second “record of oral or written vocabulary” to show what new words they have learnt about the topic
- add to the concept map
- complete a 4x3 summary grid (see Module 8 Resource 8C)

- get new learners of English to copy main words or put words on cards from one sentence into order
- put words on cards from the text into charts of verbs/adjectives/nouns/prepositions/adverbs etc
- write out simple sentences from the text onto cards so they can put the sentences into order
- copy off the pictures in the book, paste them onto cards and get the learners to put them in the order they appear in the text and tell you about the pictures
- dictate a sentence for students to write, then they can self-correct from the text.

5. Learners create new text (written, oral or visual).

- Students can cut out pictures (from magazines or newspapers) associated with the topic, paste them into workbooks and label them in English or L1 and explain to you in L1 how they are connected to the topic.
- Students can follow a model sentence from one book and write a similar sentence about another book. (They can create new texts combining pictures and sentences on the computer as well, using programmes such as KidPix or Slideshow).
- Students write new sentences about a diagram or picture and read it back aloud.
- Draw (and label if possible) a picture about a text, using the information from the text e.g. draw an animal, from a written description: this is one type of **information transfer** task).

More advanced learners can create a new text, using the model.

6. Review learning.

- Learners go back to the KWLH chart and complete all columns.
- Revise and add to a concept map on the topic; (this could be a DAILY process).
- Learners revise their vocabulary ladder (see *Refugee Handbook*, Section 3).
- Do a peer vocabulary test.
- Learners tell a partner or the tutor what they have learned about and what they have learned how to do.

7. Transferring learning – becoming an independent learner.

It's very important to explain to learners the importance of using what they learned with a tutor in other classes, as they need to become independent learners. Teaching learners about "learning strategies" is just as important as explaining the text or task to them. You can find out more about learning strategies in the *Refugee Handbook*, Section 3, in the section *Developing Independent Learners* in the *ELLP* Year booklets and in other publications and workshop materials.

Step	Term 1 comment	Term 2 Comment	Term 3 Comment	Term 4 Comment
<p>1. Building the field of knowledge <i>How did I do this?</i></p>				
<p>2. Breaking the task into small steps or chunks <i>How did I do this?</i></p>				
<p>3. Unpacking model texts <i>How did I do this?</i></p>				
<p>4. Creating the big picture <i>How did I do this?</i></p>				
<p>5. Creating new text with learners <i>How did I do this?</i></p>				
<p>6. Reviewing learning <i>How did I do this?</i></p>				
<p>7. Transferring learning <i>How did I help learners do this?</i></p>				