Supporting and Sustaining Effective Independent Reading Practices for English Language Learners (K-12)

Roser Salavert, Ed.D.
NYC RBE-RN Fordham University

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“There is a story or poem to raise a goose bump on the toughest skin, and we are well advised to help each child find it. A child who has never thrilled to words will remain indifferent to reading and writing them.”

(Sloan, 2003, p. 12)
Supporting and Sustaining Effective Independent Reading Practices for English Language Learners (K-12)

The emphasis on close reading and exposing ELL students to more challenging texts while learning a second language is a daunting task.

Too often, students practice the components of reading as if they existed in isolation, or are not offered the opportunities to read sustainably in the classroom. Students may spend very little time at home reading independently.
Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge.
Goals of today’s session:

• Define independent reading
• Examine the characteristics of an independent reading program and the role that the student, the teacher and the administrator play in its effectiveness.
• Review proven strategies to establish and monitor independent reading time that foster ELL students’ learning across programs and grades.
• Reflect and articulate clear goals towards creating and sustaining a school wide reading culture in their own school.
Context & Critical Considerations

1. **What does the term independent reading mean to you?**

2. **In what ways do you currently use independent reading with your ELL students?**

3. **In what ways do you currently measure the impact of independent reading of your ELL students’ reading and learning growth?**
Read Independently & Share with a Partner

Please, read both articles (one/partner):

1. The joint position statement of the International Reading (Literacy) Association, the Canadian Children’s Book Centre, and the National Council of Teachers of English, and

2. The PISA In Focus article, “Who are the best online readers?”

Take notes while reading, and be ready to discuss them in about 12 minutes.
Context & Critical Considerations

1. What does the term independent reading mean to you?
2. In what ways do you currently use independent reading with your ELL students?
3. In what ways do you currently measure the impact of independent reading of your ELL students’ reading and learning growth?

Expectations for:

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<td>• BE ACCOUNTABLE</td>
<td>• OVERSEE GROWTH</td>
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**Note taking template**

*Making Independent Reading Work* by Barbara Moss, PhD, is a professor of literacy education at San Diego State University (2016)

<table>
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<tr>
<th>&quot;What are your recommendations for independent reading?&quot;</th>
<th>Implications for the Classroom with English Language Learners</th>
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<td>Every child needs a chance to read independently in school. In the frenzy to prepare students for large-scale assessments, some schools are limiting independent reading (IR) time. Yet the Common Core State Standards themselves advocate student independent reading from a multiplicity of genre. In fact, some argue that Common Core materials should &quot;increase regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading&quot; (Coleman &amp; Pimental, 2012, p. 4).</td>
<td></td>
</tr>
<tr>
<td>Now more than ever, research studies provide guidance for creating IR programs that contribute to achievement. The teacher is a central player in these programs, setting the stage and directing the action that makes IR work. Today's IR programs should differ significantly from SSR, DEAR, and earlier iterations of IR.</td>
<td></td>
</tr>
<tr>
<td>IR involves the full participation of the teacher. This means the teacher is instructing, scaffolding, and conferring with students (Reutzel, Fawson, &amp; Smith, 2008) during IR time. For example, the teacher educates students in how to select appropriate books, scaffolds student understanding of specific text types, and confers with students to assess their understanding of what they have read.</td>
<td></td>
</tr>
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</table>
What actions will I take to ensure that independent reading goes beyond an EFFORT and makes an IMPACT on the learning progress of ELL students?

How do teachers support independent reading?

What schoolwide systems and structures support independent reading?

How do ELL students develop a love for independent reading?
Learning & the ELL student

Growth in Content Knowledge

Growth in Habits of Thinking

Learning in the Diagonal

Instructional Core


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1. *How do I choose a book to read by myself?*
   Setting Goals that Help Making Choices

2. *What are the tools that can help me read?*
   Apply Reading Strategies

3. *What did I learn?*
   Be Accountable
"Today I read Don the dog, but next month, I want to read "The One and Only Stuey Lewis" because I want to know what Stuey does. This book has many lines on each page—at least 8, and less pictures!! I read every day so I can be ready for this challenge!"
1. Am I making progress How do I know?
Set Goals & Making Reading Choices

**CHOOSING A BOOK**

Strategies:
- Modeling /Guiding
- The five-finger rule
- Being able to read & use independent reading indicators

**MY READING STRATEGIES**

- Eyes on Task
- Underline
- Sticky notes
- Visualize
- Zoom In, etc.
Foster good habits and routines to build students’ self-esteem, and responsibility for their own learning.

Encourage students to pause, reflect and write about their daily reading is one of the best strategies to practice their academic language while creating notes for their own study.
1. In what language should ELL students read, How do I know? Proficiency Data & Goals


3. How do I build stamina? Social interaction & Accountability
What should you notice during IR?

### The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

<table>
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<tr>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
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<tr>
<td>Listening</td>
<td>Speaking</td>
<td>Reading</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>• Use physical gestures to accompany oral directives.</td>
<td>• Provide graphic organizers or notes to scaffold oral reading.</td>
<td>• Use Card Sorts.</td>
<td>• Provide Learning Logs for summaries of learning.</td>
<td></td>
</tr>
<tr>
<td>• Modify <em>Teacher Talk.</em></td>
<td>• Give two step Contextualized directions.</td>
<td>• Use K-W-L charts before reading.</td>
<td>• Use Text to Graphics and Back Again.</td>
<td>• Provide Rubrics and exemplars to scaffold writing assignments.</td>
</tr>
<tr>
<td>• Label visuals and objects with target vocabulary.</td>
<td>• Restate/rephrase and use <em>Patterned Oral Language routines.</em></td>
<td>• Use the Language Experience Approach.</td>
<td>• Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing.</td>
<td>• Require academic writing and the use of target academic vocabulary.</td>
</tr>
<tr>
<td>• Introduce Cognates to aid comprehension.</td>
<td>• Model Academic Language and vocabulary.</td>
<td>• Provide a list of important concepts on a graphic organizer.</td>
<td>• Provide <em>Report Frames for independent, structured, content writing.</em></td>
<td>• <em>Teach the process of writing a research paper.</em></td>
</tr>
<tr>
<td>• Ask for Signal Responses to check comprehension.</td>
<td>• Ask for Total Physical Responses from students.</td>
<td>• Use <em>Shared Reading and/or simplify the text.</em></td>
<td>• Provide Close sentences with a Word Bank.</td>
<td>• Address students' cultures in differing genres of writing.</td>
</tr>
<tr>
<td>• Provide sentence frames for pair interactions.</td>
<td>• Use <em>Think-Pair-Share-Squared.</em></td>
<td>• Use Guided Reading.</td>
<td>• Use <em>Report Frames for independent, structured, content writing.</em></td>
<td>• <em>Hold frequent writing conferences with teacher and peers.</em></td>
</tr>
</tbody>
</table>

* Starred strategies are described in the summary document on the following page, “The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels.”

Listening and Conferencing to Guide & Inspire

Getting Started Dialogue and Questions

- Ask the student if you may see the book they are reading. Glance over the front cover and maybe even skim the back of the book. This will quickly give you the gist of the book.
- Based on your initial first glance at the book, make a comment about the book followed by a prompting question to start the conversation. Examples:
  - "Oh, I have heard of this book. I have always wanted to read it. People say ______. What do you think about it?"
  - "I read this book last year. What part are you at?"
  - "Some of my students really enjoyed this book last year. What do you think so far?"
  - "This [mention something on the cover] looks interesting. What is happening here?"
  - "I think [topic of the book] is fascinating/intriguing/interesting. What are you thinking so far?"
- Once you open the conference like this and the students get used to this type of dialogue about books, the conversations will start flowing naturally. However, if you still have some reluctant students, I have a list of guiding questions that you can use for fiction and nonfiction on the next two pages.

Fiction Questions

- What made you choose this book?
- What is happening so far in your book?
- What do you predict will happen next? Why?
- Tell me more about the characters. Do you have a favorite?
- Is there a problem in the book? How has the character tried to solve the problem?
- Could this book really happen? How do you know?
- Does this book remind you of a television show or movie?
- Have you read a similar book? How was it similar?
Nonfiction Questions

» What made you choose this particular book?

» What did you already know about this topic before you started reading?

» What have you learned so far?

» What was the most interesting fact you read?

» What shocked you in the book?

» Has the book changed your thinking of the topic? How or why?

» What confused you from your reading?

» What do you still want to learn?

Independent Reading Conference Form

Name: ____________ Example

<table>
<thead>
<tr>
<th>9/28/15</th>
<th>10/5/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sadako and the Thousand Paper Cranes</td>
<td>Sadako and the Thousand Paper Cranes</td>
</tr>
<tr>
<td>• On page 14.</td>
<td>• Finished the book and provided an in-depth summary and review.</td>
</tr>
<tr>
<td>• Thinks something bad will happen because the book keeps mentioning good luck</td>
<td>• Just started reading Number the Stars (touch base with on this book next week).</td>
</tr>
<tr>
<td>• Plans to finish book in a week</td>
<td></td>
</tr>
</tbody>
</table>

Jennifer Finklea
## Case Study - Example

### Enticing Students to Read Independently

**Roser Salavert, Ed.D., & Diane Howitt**
NYC RBE-RN, Fordham University

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### OBJECTIVE:

To review and re-write the characteristics of book reading levels in student-friendly language so as to further children’s interest in independent reading.

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### Guided Reading Indicators

<table>
<thead>
<tr>
<th>Guided Reading Level F Descriptors</th>
<th>Characteristics of Early Emergent Readers at Level F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple informational texts, simple animal fantasy, realistic fiction, very simple retellings of traditional tales, simple plays</td>
<td>Beginning to build knowledge of the characteristics of different genres of texts</td>
</tr>
<tr>
<td>Some texts with sequential information</td>
<td>Read stretches of both simple and split dialogue</td>
</tr>
<tr>
<td>Familiar content that expands beyond home, neighborhood, and school</td>
<td>Recognize a large number of high-frequency words quickly and automatically</td>
</tr>
<tr>
<td>Both simple and split dialogue, speaker usually assigned</td>
<td>Use letter-sound information to take apart simple, regular words as well as some multisyllabic words</td>
</tr>
<tr>
<td>Some longer stretches of dialogue</td>
<td>Process and understand text patterns that are particular to written language</td>
</tr>
<tr>
<td>Some longer sentences – more than ten words – with prepositional phrases, adjectives, and dialogue</td>
<td>Beginning to read fiction with more well-developed characters</td>
</tr>
<tr>
<td>Variation in placement of subject, verb, adjectives, and adverbs</td>
<td>Left-to-right directionality and voice-print match are completely automatic</td>
</tr>
<tr>
<td>Some compound sentences conjoined by and</td>
<td>Read without pointing and with appropriate rate, phrasing, intonation, and stress</td>
</tr>
<tr>
<td>Many words with inflectional endings</td>
<td></td>
</tr>
<tr>
<td>More details in the illustrations</td>
<td></td>
</tr>
<tr>
<td>Most texts three to eight lines of text per page</td>
<td></td>
</tr>
<tr>
<td>Periods, commas, quotation marks, exclamation points, question marks, and ellipses</td>
<td></td>
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**LEVEL A**

*Level A books,*

- Have many pictures
- Have 1 or 2 lines on the page
- Have words that repeat (3 to 6 words per page)
- Have words that I can read well
- Can be read in 5 minutes
Los libros del nivel A,

- Tienen muchas ilustraciones
- Tienen oraciones cortas y 1 o 2 líneas
- Tienen palabras que se repiten
- Tienen palabras que puedo leer muy bien

Érase una vez una que vivía en una

23. Mi primer libro de las Formas
    Mi primer libro de los Números
    Eric Carle

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Level B books,

- Have many pictures
- Have one or two sentences
- Have word patterns
- Pictures with sentences
NIVEL B

Los libros del nivel B,

• Tienen muchas ilustraciones

• Tienen oraciones cortas y pocas líneas

• Tienen palabras que siguen un patrón

• Tienen oraciones con dibujos
**Level C**

*Level C books,*

- Have many pictures, more lines per page
- Have sight words
- Have talking characters
- Have speech bubbles
Los libros del nivel C,

- Tienen más líneas en la página
- Tienen palabras memorizadas
- Tienen personajes que hablan
- Tienen burbujas de diálogo
**Level D**

*Level D books,*

- Have pictures, with *3 or 4 lines per page*
- Have *more* sight words
- Have talking characters and speech bubbles
- Have new words

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NIVEL D

Los libros del nivel D,

• Tienen ilustraciones y páginas de 3 y 4 líneas

• Tienen más palabras memorizadas

• Tienen personajes que hablan y burbujas de diálogo

• Tienen palabras nuevas
Level E

When I read Level E books,

• I read stories with beginning, middle, and end

• I look for books with lots of pictures

• I treasure the books in large print!

• I discover things in the past

• I explore pattern words

• I notice that the characters have lots of details

• I read books with 2 to 6 lines of text on a page

• I find many high frequency words
LEVEL L

When I read Level L books,

• I enjoy stories and non-fiction books
• I discover series books such as *Nate the Great*
• I can learn about text structures, such as *descriptions, compare and contrast, problem –solution, sequencing, cause & effect*
• I practice vocabulary specific to the topic
• I experience books with unusual events
• I sound out long words
• I can choose chapter books (75-100 pages long)
• I acquire new vocabulary words

Authors: 3rd graders, Ms. Ashanti’s class
LEVEL F

• Stories have beginning, middle, and end
• The books are about things that happen around me
• The sentences can be long, with more than 10 words in it
• The pictures have lots of details
• The characters are described with lots of details
• The characters can talk to each other
• There are 3 to 8 lines of text on a page
• There are many high frequency words

Tracking My Progress and Setting My Reading Goals

☐ I can read stories that have beginning, middle, and end
☐ I can read books are about things that happen around me
☐ I can read long sentences, with more than 10 words in it
☐ I can ‘read’ (make sense of) pictures with lots of details
☐ I can read about the characters described with lots of details
☐ I can read what the characters say to each other
☐ I can read books with 3 to 8 lines of text on a page
☐ I can read many high frequency words

Am I ready to read a Level G book? YES - NO

• Developing Responsibility as Learners
In summary,
Setting goals and using a reading log that students own and understand, together with social interactions and the power of understanding the indicators of the book reading levels,
Meeting the Expectations for:

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1. How often can teachers collaborate?  
   **Structures & Systems**

2. How do we build teachers’ knowledge?  
   **Professional Development**

3. What are our resources? Are they used effectively?  **Books & Incentives**
School wide: SUPPORTING TEACHERS

- Review class schedules – Literacy block and time for daily independent reading.

- Ensure teachers have a well-assorted library in English and the students’ first language

- Establish systems for regular teacher meetings with set protocols.

- Visit classroom with a focus on Student Language Behaviors

- Offer professional opportunities within the school and outside to build teachers’ knowledge and expertise.

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# CLASSROOM VISITS:
Observing how ELL students use Academic Language

<table>
<thead>
<tr>
<th>CLASSROOM ENVIRONMENT</th>
<th>DOK Level 1: RECALL</th>
<th>DOK Level 2: SKILLS &amp; CONCEPTS - Application &amp; Literal meanings</th>
<th>DOK Level 3: STRATEGIC THINKING</th>
<th>DOK Level 4: EXTENDED THINKING</th>
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<tbody>
<tr>
<td>Mostly silent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One-word Qs</td>
<td></td>
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</tr>
<tr>
<td>Level 1 Tasks, e.g. label, match, color.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write simple sentences or follow prompts.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Asked to follow specific steps</td>
<td></td>
<td>Understand, &amp; express lesson objectives.</td>
<td>Builds &amp; extends on Level 3.</td>
</tr>
<tr>
<td></td>
<td>Literal Qs.</td>
<td></td>
<td>Effective scaffolds to help meet objectives.</td>
<td>Classroom structures foster students’ responsibility as learners.</td>
</tr>
<tr>
<td></td>
<td>Expectations usually below grade level, even when they use the four language modalities.</td>
<td></td>
<td>Use the four language modalities.</td>
<td></td>
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See Handout for details

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Implementing a Plan that Creates a Schoolwide Culture that Embraces Reading in all its Modalities

Please, consider the information we have shared during the session, the discussions and your notes to outline next steps for your school.

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REFLECTION

OPINIONS

Thank you