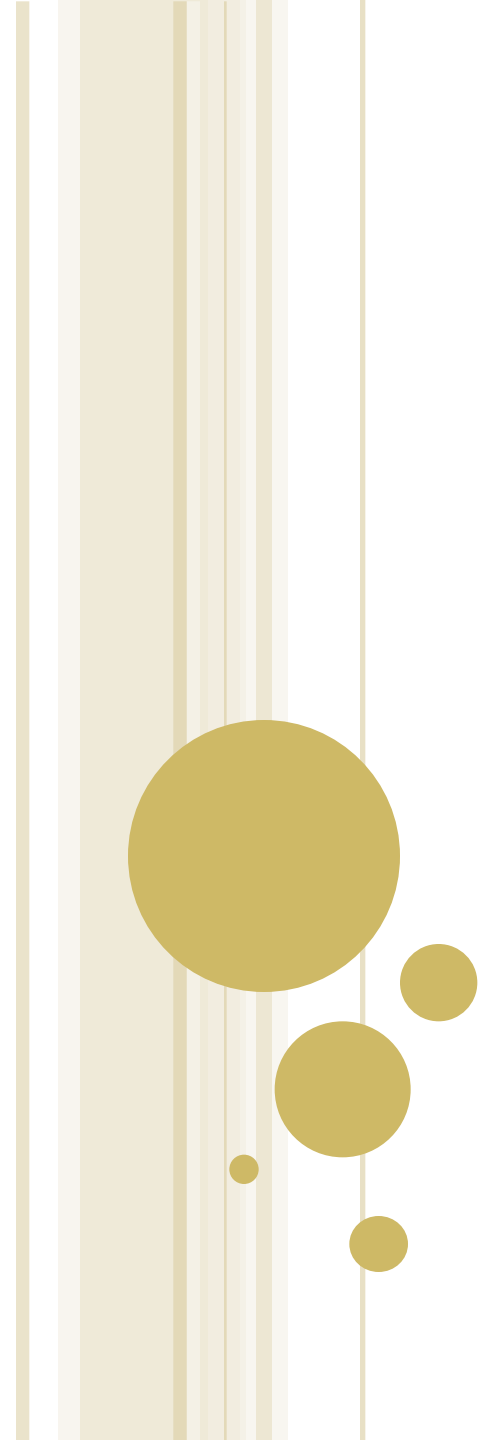




FOSTERING ENGAGEMENT AND MEANING-MAKING IN INDEPENDENT BILINGUAL READERS.

Teaching for Biliteracy Summer Institute 2016

Emily Cecile Zoeller

**Madison Metropolitan School District &
Edgewood College**

INCLUSION:

THINK ABOUT AN ENGAGED BILINGUAL READER

- What are the signs of engagement? What does the child say or do?
- Is engagement present in both languages, or one?
- What might have led this child to become an engaged reader?



WHAT IS READING?

- *“Leer es ver las letras”* (Margot, first grade)
- *“I look at the picture, say the words, turn the page, look at the picture, say the words, turn the page”* (Ayla, first grade)
- *“To read is to go like this: ssss—ooo—-llll”* (Celia, kindergarten)
- *“Leemos para subir el nivel para leer libros con chapters.”* (Betsy, third grade)
- *“When you read you try your best. You do it to learn.”* (Julian, first grade)

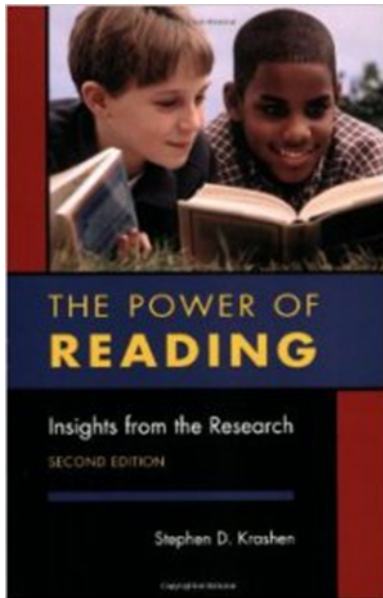


RESEARCH SUPPORT FOR INDEPENDENT READING

WHAT MATTERS: VARIATION IN AMOUNT OF INDEPENDENT READING				
Percentile Rank	Minutes per day		Words Read per Year	
	Books	Text	Books	Text
98	65.0	76.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,697,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.2	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000



RESEARCH SUPPORT FOR INDEPENDENT READING

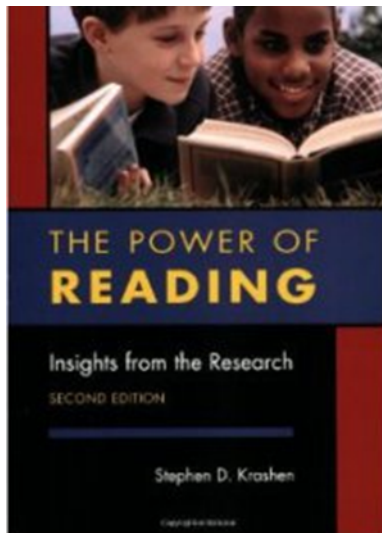
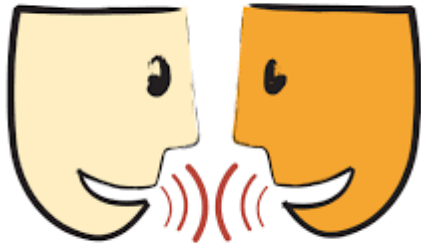


- “The single factor most strongly associated with reading achievement –more than socio-economics or any instructional approach- is independent reading”

--Stephen Krashen,



RESEARCH SUPPORT FOR INDEPENDENT READING IN BILINGUAL READERS



- “When students read for pleasure, when they get ‘hooked on books’, they acquire, involuntarily and without conscious effort, nearly all of the language skills people are concerned about”

--Stephen Krashen, 2004



- “I’ve got research yes I do, I’ve got research how bout you?”
<https://bookwhisperer.com/blog/>
- No research to support reading related activities, but a lots to support impact of reading
- Impact on reading achievement
- Less load on teacher prep



DONALYN MILLER



“Just adding more time and space for independent reading is not enough. I’m advocating a carefully designed, structured reading program that includes demonstrating, teaching, guiding, monitoring, evaluating, and goal setting along with voluntary reading of books students choose... When an independent reading component is added, test scores go up.”

-Regie Routman in
The Daily Five

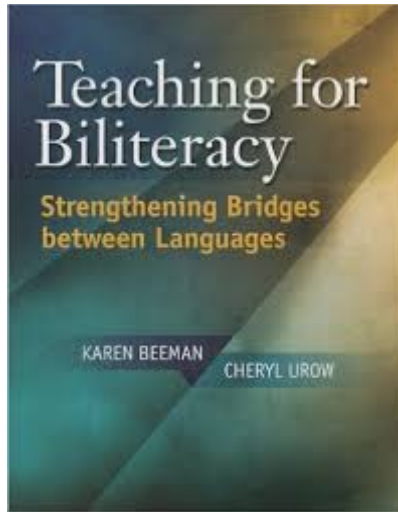


ENHANCING SSR TO BUILD INDEPENDENT, ENGAGED, COMPETENT READERS

- Time/Language
- Text selection
- Initiation of activity
- Role of students
- Role of teacher
- Closing of activity



TIME, LANGUAGE AND TEXT SELECTION



Page 95-97



- Opportunity to practice comprehension in low-stress environment
- Gradually increase stamina
- Balance reading in English with reading in Spanish
- Engaging texts matter!



WHICH IS THE BEST FORM OF TEXT SELECTION?

1. Teacher pre-selects book choices for students.
2. Students select “just-right” text with some teacher guidance
3. Students choose any book of interest



TEXT SELECTION

 **I PICK** 

I can choose a book

Purpose: Why do I want to read it?

Interest: Does this book interest me?

Comprehend: Do I understand the text?

Know: I know most of the words.

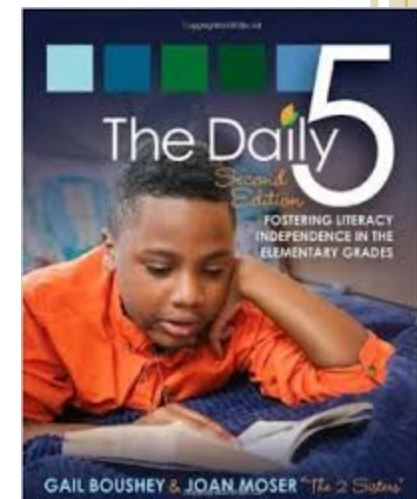
Intento encontrar un libro 

Porque
¿Porqué quieres leer?
¿Para informar o entretener? 

Interesar
¿Me interesa este libro? 

Comprender
¿Entiendo lo que leo? 

ok, conozco las palabras
Uso la regla de cinco dedos. 



HOW TO BAIT STUDENTS WITH BOOKS



INITIATION OF ACTIVITY MIGHT BE...

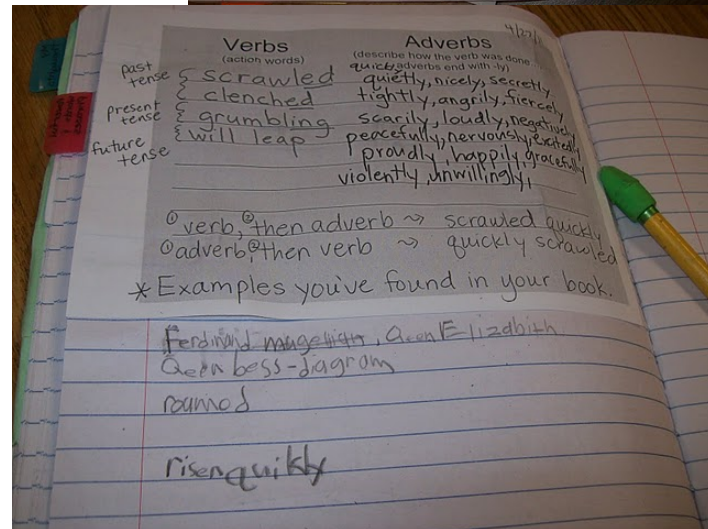
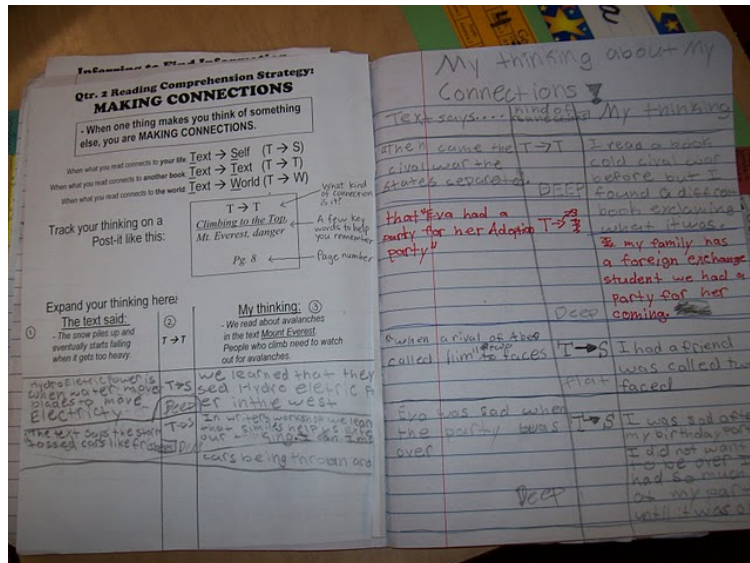
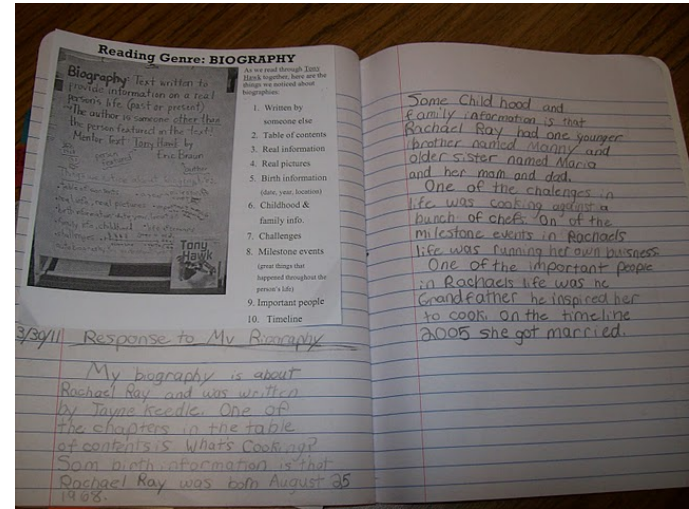
- Book talk or model to encourage type of text
(“Let me read a few pages of this story by Alma Flor Ada. Perhaps you’ll want to choose stories by this author today.”)
- Lesson of routines, goals, or foundations
(three ways to read a book, how to choose a good-fit book, how to choose a successful spot)
- Mini-lesson on a reading strategy
 - (“When you come to a word you don’t know, look for a part you know that can help you.”)



- Read continuously
- Keep their own records
- Reflect on their reading
- Confer with the teacher about their reading
- Think about and write responses to their reading (see handout!)

[illegible]

THOUGHTFUL LOGS FROM LIFEIN4B.BLOGSPOT.COM



ROLE OF TEACHER

- Confer with/interview individual students on regular basis
- Observe student reading behavior and keep records
- Reinforce and extend students' learning through group sharing
- Help students evaluate during group sharing
- Use observation to inform teaching of minilessons, guided reading lessons, and literature study



CLOSING OF ACTIVITY

- Talk about their reactions to their reading
- Read parts of a book
- Write something before they come to the group
- Share journal responses
- Share lists from their journals such as interest lists
- Mark places in their book with sticky notes before they attend the group meeting so they can quickly find the spots in the text they want to share.



TYING IT ALL TOGETHER:

READING WORKSHOP IN KINDERGARTEN

- What routines and expectations does Ms. Coufal have in place in order for the workshop to run smoothly?
- How does Ms. Coufal use her conference time with students?
- How does the workshop model support all students, especially English Language Learners?



IN SUMMARY,

- Time/Language
- Text selection
- Initiation of activity
- Role of students
- Role of teacher
- Closing of activity



APPLICATION! CHOOSE A TABLE:

1. Select a book that will expand your students' reading power. Prepare a **book talk**.
2. With your students in mind, prepare a **minilesson** of a helpful reading behavior that they can take on.
3. Review **thoughtful log** examples and blogs. Think out how you might apply.
4. Discuss with colleagues how you might plan for **time/language** of independent reading.
5. Talk out with colleagues **structures and routines** that can help independent reading



A close-up photograph of a stack of books. The spines of the books are visible, showing various colors like red, brown, and blue. The text is printed on the side of one of the books, which has a light-colored cover.

**El libro es fuerza, es
valor, es alimento;
antorcha del
pensamiento y
manantial del amor.**

Ruben Dario

A solid olive-green circle located in the bottom right corner of the slide.