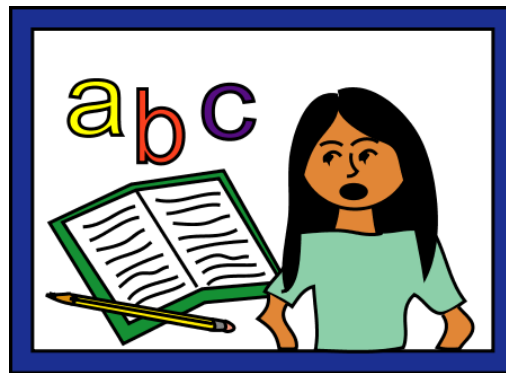


Adapting Early Literacy Techniques for Older Learners.

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Great Children's Literature is for Everyone



Balanced literacy: Accessing and practicing literacy in many different ways:

- Teacher read alouds/ modeling
- Shared reading
- Guided/ small group reading
- Independent reading
- Shared writing/ language experience writing
- Guided writing
- Independent writing

From the Ohio State University Literacy Collaborative Framework

Reading Aloud

- Reading Aloud is the foundation of the early literacy framework. By being immersed in a variety of well-chosen texts, [students] not only learn to love stories and reading but they also learn about written language.
- -- Fountas and Pinnell, *Guided Reading*, pg. 26

Best Practices in teaching literacy to older ESOL students

- integrating listening, speaking, reading, and writing skills into instruction from the start;
- teaching the components and processes of reading and writing;
- teaching reading comprehension strategies;
- focusing on vocabulary development;
- building and activating background knowledge;
- teaching language through content and themes;
- using native language strategically;
- pairing technology with existing interventions; and
- motivating adolescent ELLs through choice.

From <http://www.all4ed.org/files/DoubleWork.pdf>

Favorite read alouds in an Adult ESOL Class

- The Best Part of Me (Wendy Ewald and Megan Tingley)
- Grandfather's Journey (Alan Say)
- The Snowy Day (Ezra Jack Keats)
- Joseph had a Little Overcoat (Simms Tabak)
- Peter's Chair (Ezra Jack Keats)
- Follow the River (Lydia Dabovich)
- This Land is Your Land (Woodie Guthrie)
- Green Eggs and Ham (Dr. Seuss)

Favorite Read Alouds in a Kindergarten Classroom:

Today I Feel Silly, by Jamie Lee Curtis

The Best Part of Me, by Wendy Ewald

Red Leaf, Yellow Leaf, by Lois Ehlert

A Chair for my Mother, by Vera B. Williams

Whoever You Are, by Mem Fox

The Snowy Day, by Ezra Jack Keats

Peter's Chair, by Ezra Jack Keats

In the Tall, Tall Grass, by Denise Fleming

The Very Hungry Caterpillar, by Eric Carle

The Earth and I, by Frank Asche

Shortcut, by Donald Crews

No David! By David Shannon

Knuffle Bunny, by Mo Willems

The Snowy Day in a Kindergarten Classroom

Goals for this unit:

- Using story elements to tell stories (setting, characters, plot)
- Concepts of print
- Book handling skills
- Having ideas about books and sharing them with a partner
- Vocabulary

Read Alouds:

- Retell stories- ordering events
- Identifying story elements
- Describing characters and character traits
- Predicting
- Vocabulary

Shared Reading:

- Concepts of print
- High frequency words
- Making predictions about the story (what happens next?)

Interactive Writing:

- Concepts of print
- Punctuation
- Writing complete sentences neatly
- Spelling high frequency words
- Create/use a word bank of winter vocabulary words

Reading Workshop:

- One to one correspondence with text
- Rereading stories for fluency
- Retelling stories to partners using story elements
- Book handling skills
- Locating sight words within a text

Writing workshop

- Writing a story with a beginning, middle, and end.
- Adding details to illustrations
- Writing for an audience
- Stretching and writing words
- Telling the most important part
- Storytelling with partners

The Snowy Day in an Adult Literacy Classroom

Goals for this unit:

- Weather vocabulary
- Predictions – the grammar of predictions and predicting as a reading skill
- Sequencing events in a story
- Writing simple with simple descriptive vocabulary (“Today is sunny.”)

Read Alouds:

- Be familiar with weather. Be able to talk about favorite weather, weather vocabulary.
- Be able to orally make predictions.
- Recognize the beginning, middle, and end of the story.

Shared Reading:

- Make predictions by covering the text of the big book and comparing it to the actual text.
- Make predictions about the story (What will happen to the snowball? What will Peter and his friend do the next day?)

Interactive Writing:

- Retelling the story together.
- Sequencing.
- Writing about weather and using weather vocabulary.
- Create/use a word bank of winter vocabulary words

Reading Workshop:

- Students will read other texts about snow and weather.
- Students will practice making predictions about the weather using images in book as a pre-reading strategy.
- Locating site words within the text.
- Locating target vocabulary within the text.

Writing workshop

- Students will sequence the story and work on a story retell to share during partner reading time.
- Students write a prediction about this book or another book about snow/ weather.

What do good readers do? What the research says.

- Good readers are *active* readers.
- From the outset they have clear *goals* in mind for their reading. They constantly *evaluate* whether the text, and their reading of it, is meeting their goals.
- Good readers typically *look over* the text before they read, noting such things as the *structure* of the text and text sections that might be most relevant to their reading goals.
- As they read, good readers frequently *make predictions* about what is to come.
- They read *selectively*, continually making decisions about their reading — what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- Good readers *construct, revise, and question* the meanings they make as they read.
- Good readers try to determine the meaning of *unfamiliar words and concepts* in the text, and they deal with inconsistencies or gaps as needed.
- They draw upon, compare, and *integrate their prior knowledge* with material in the text.
- They think about the *authors* of the text, their style, beliefs, intentions, historical milieu, and so on.
- They *monitor their understanding* of the text, making adjustments in their reading as necessary.
- They *evaluate the text's quality and value*, and react to the text in a range of ways, both intellectually and emotionally.
- Good readers *read different kinds of text differently*.
- When reading narrative, good readers attend closely to the setting and characters.
- When reading expository text, these readers frequently construct and revise summaries of what they have read.
- For good readers, text processing occurs not only during “reading” as we have traditionally defined it, but also during short breaks taken during reading, even after the “reading” itself has commenced, even after the “reading” has ceased.
- Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both *satisfying and productive*.

Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed.). Newark, DE: International Reading Association.

Accessed on the Internet on 1/24/06 at http://www.alameda-coe.k12.ca.us/ACOE_DOCS_CandI/RL_arts/Chapter_10.pdf

What do good readers do?



Before reading

1. Predict – what will the book be about.
2. Look - at the cover of the book.
 - The title
 - The author
 - The pictures
3. Ask questions
 - What do I know about this book?
 - What will I learn?

During reading

1. look for answers your questions
2. Wonder
3. Predict
4. Look at pictures

After reading

1. Ask question if they don't understand.
2. Talk about their books.

Reading Strategies



Look at the picture



Point to the words



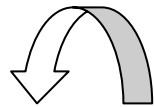
Get your mouth ready



Think, does that make sense?



Look for chunks



Go back and reread

Suggested Activities with Wikki Stix

Wikki Stix are wax-dipped pipe cleaners. They are sticky and can be used to circle or underline items in books. They can be easily removed without damaging the books and can be reused. They also come in different colors. Although they come in a standard 8" length, they can be easily cut in half.

Some suggested Wikki Stix activities:

- Students underline/ circle new words while reading. They could then look up these words when they are finished. (The teacher limits the number of Wikki Stix so students concentrate on only those words which are most important to understanding the text.)
- Students look for certain words, e.g., vocabulary words, food words, verbs, nouns, words with certain phonemes. After reading, students could work as a class or small group to compile a list of the words they found.
- Students underline/ circle the most important ideas in the book. The class could then discuss the most important ideas in the book.
- Students underline/ circle something from the book that they liked (picture/ word/ sentence). Students could then share with a partner or with the class.
- Students underline/circle particular phonemes.

Note: Highlighting tape can also be used for these activities.

Suggested Activities with Correction Tape

Correction Tape is white tape that can be used in a variety of ways. It can be placed in books, and students can write on it. It can then be removed without damaging the books. Some suggested activities for using correction tape are:

- Cover up the title and have students write their own title after reading the book.
- After students read the book, cover up the text and have them write their own story.
- Cover selected words in the book after students have read it to make a cloze activity.
- Cover up the text *before* students read. Have them work with a partner to look at the pictures and write words or a sentence about them. Later, after they have written their version, they can read the “real” story and compare it to their version.