

Supporting second language readers



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Typical readers vs. weak readers

Struggling readers

1. Ignore why they reads
2. Start reading without thinking
2. Ignore the humor in text
3. Do not make predictions
4. Do not know where to stop
5. Do not monitor comprehension and fail to use fix-up strategies
6. Do not use text structure
7. Rarely ask themselves questions
8. Do not make personal links with text
9. Do not know how to summarize
10. Concentrate only on the words
11. Concentrate only one **one strategy at a time**



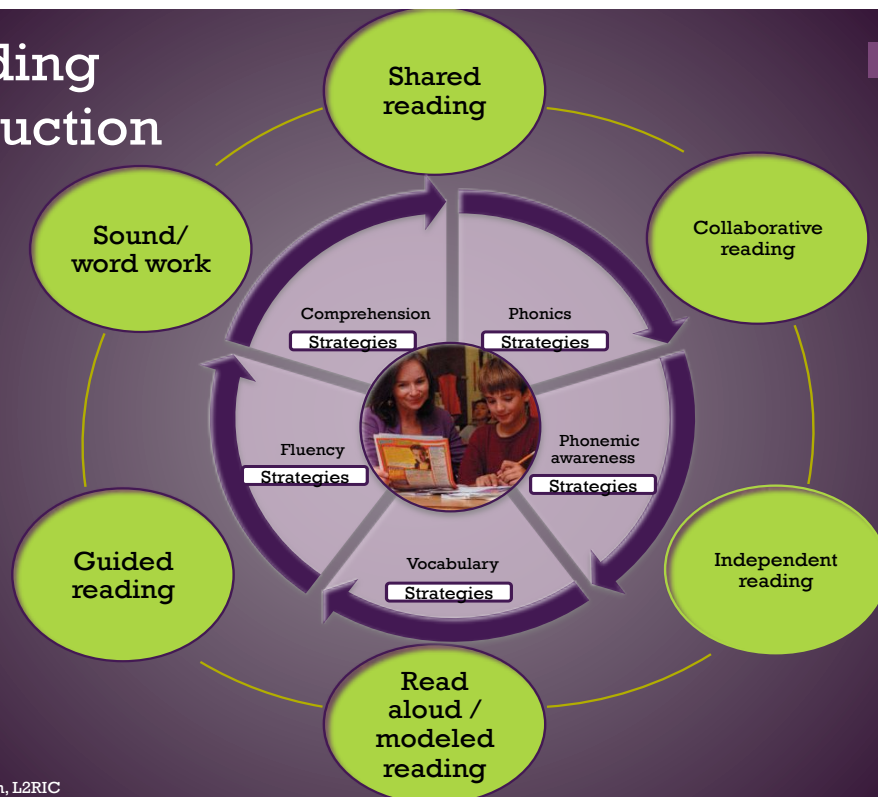
« You asked me to read and not to understand »

Student reads the text and invents the story



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Reading Instruction



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Read aloud (1)

What?

The teacher demonstrates how to read a text as an expert reader; that is with fluency, accuracy, and ease. A discussion focusing on comprehension should always follow read aloud sessions. Students need the opportunity to react to the text.



Why?

This type of reading is necessary to expose students to different writing types of texts. It is also used to help students discover or rediscover the pleasures of reading. Moreover, students are exposed to fluent reading, enriched vocabulary, and the pronunciation of words.

How?

The teacher chooses a text that is just above what students can read independently. The text should be chosen in order to highlight some linguistic element such as intonation, register, type of text, etc. The teacher reads aloud as students listen. A conversation follows. It should be noted that this type of reading is for the most part, a listening comprehension task for students,

Questions - How does this practice help support struggling readers?

Shared reading (2)

What?

It is used to model and explicitly teach a reading strategy to student in context. The teacher shares verbally his/her internal use of a strategy.



Why?

Shared reading is used in order for students to develop a deeper understanding of comprehension strategies of different types of text. Students can see how another reader stops to use his/her strategies in order to self-monitor the reading.

How?

The teacher chooses a particular reading strategy (i.e. visualisation, finding the main idea). The short text is displayed for students (using a big book or on a screen). The teacher reads stopping occasionally to use the chosen strategy. He/she demonstrates how to appropriately use the strategy while reading. The teacher then invites students to work on this strategy in pairs.

Questions - How does this practice help support struggling readers?

Guided reading (3)

What?

The teacher works with 3-5 students who are at the same reading level.



Why?

Guided reading helps differentiate instruction. Students have an easier time mastering reading strategies when they are exposed to text at their reading level. The teacher tailors instruction to fit the needs of the particular reading group.

How?

The teacher presents a text to students and reads it aloud. Students then read the text together for additional practice. Then, the teacher asks students to whisper read as he/she listens to each one read (no round robin). Mini-lessons can follow based on observations.

Questions How does this practice help support struggling readers?

Collaborative reading (4)

What?

Students read with the support of their peers and put into practice particular strategies that have been taught.



Why?

Collaborative reading provides yet another practice opportunity for students. It features many benefits of collaborative learning. Students can work in comprehension, fluency, and accuracy with the help and support of others.

How?

Here are some examples of collaborative reading: literature circles, reading buddies, echo reading, choir reading, chain reading, etc.

Questions: How does this practice help support struggling readers?

Independent reading (5)

What?

The teacher still provides a focus of independent reading sessions by asking students to fix reading goals for themselves. Students can choose their own reading material, but should be mindful of their reading level.



Why?

Independent reading allows students to put in practice concepts previously taught in class. It also allows for choice.

How?

The teacher provides students with many different types of text. Students chose books based on their interests and reading levels. The teacher does formative assessments by monitoring students' reading.

Questions How does this practice help support struggling readers?

Sound and word work (6)

What?

Students learn the basics of phonological awareness through the explicit teaching of sounds. Students learn to read and spell high frequency words along with new words. Students discover the patterns of decoding and spelling.



Why?

Students who read words with automaticity can focus their attention on comprehension. Students who spend too much time decoding do not have enough processing time left for comprehension.

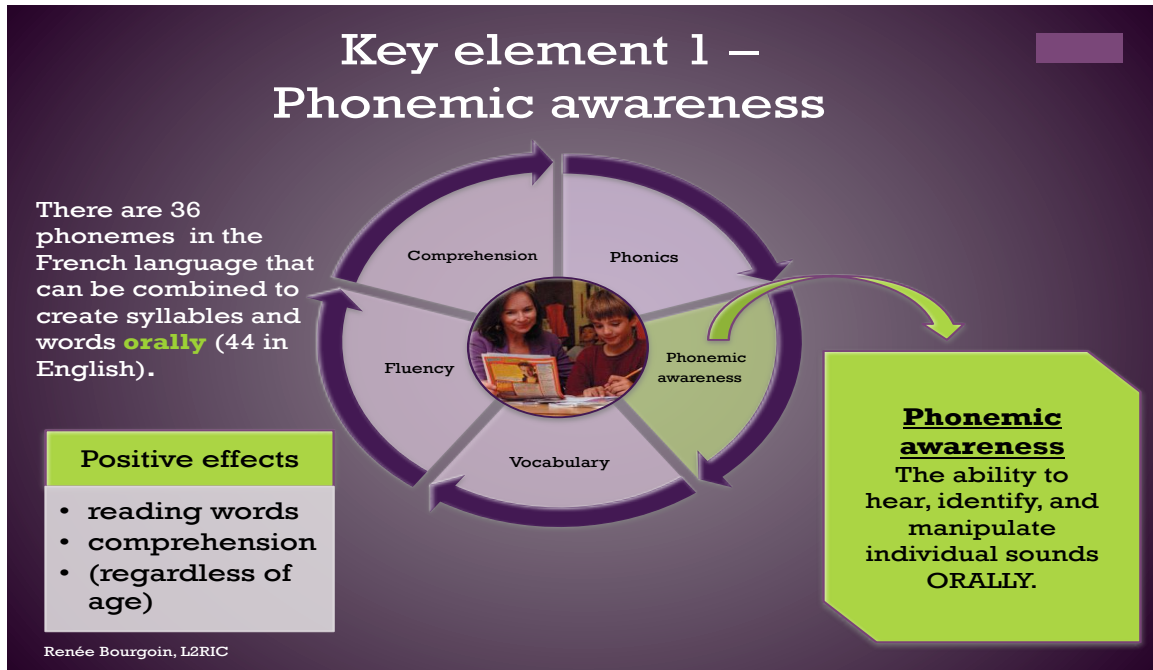
How?

The teacher can focus on many activities to increase students' mastery of sounds, high frequency words, and new vocabulary. Such activities include the use of a high frequency word wall, million dollar word walls, no excuse word walls, etc. Phonological awareness tasks are also important as are working on word families, prefixes, suffixes, synonyms, and antonyms.

Questions How does this practice help support struggling readers?

5 key elements of reading instruction

1. Phonemic awareness

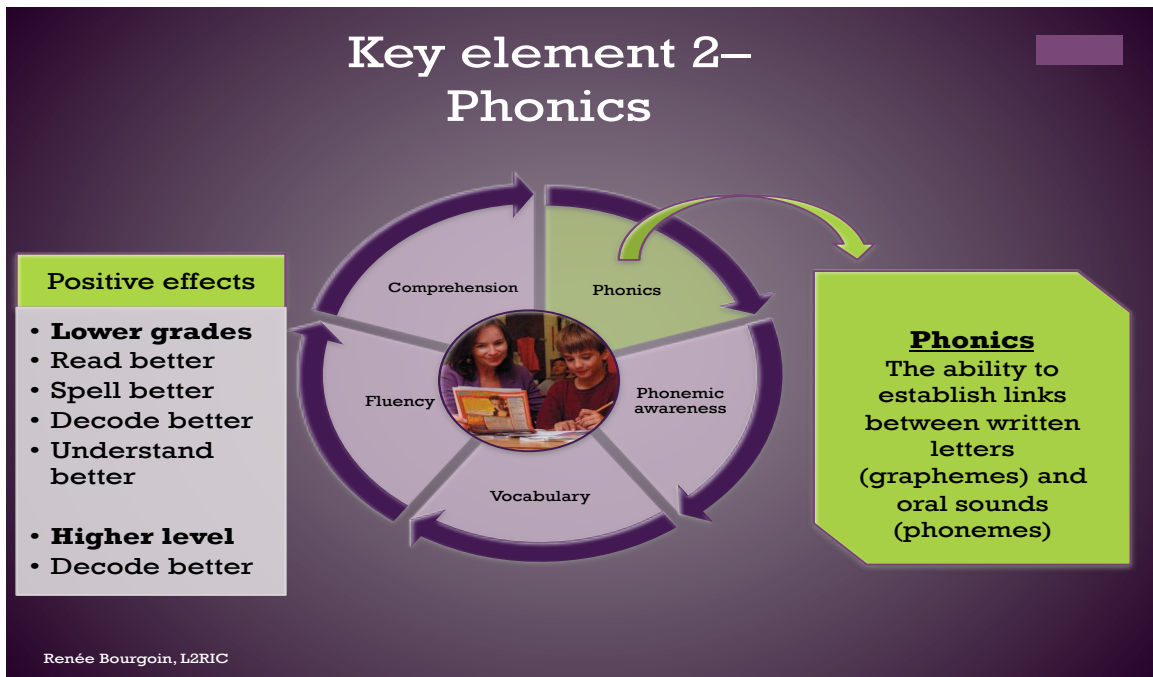


Phonemic awareness –

The ability to...

- **combine** different sounds of a word (ch-a-t-on) (c-a-t)
- **segment** different sounds of a word es (poussin: p-ou-ss-in) (duck: d-u-ck)
- **identify** the first or last sound of a word
- **recognize** which word starts with a particular sound

2. Phonics



Phonics – Exemple

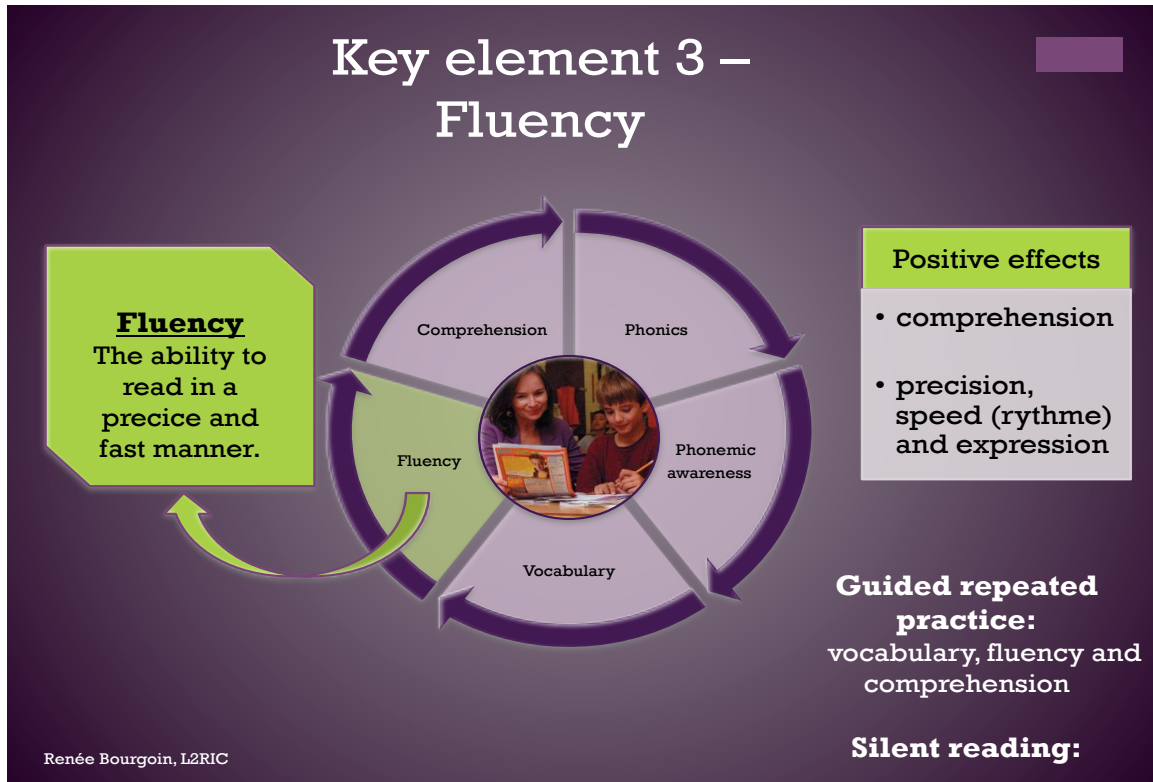
Activity: Identifying sounds in text



Teaching phonics is more effective when done **systematically** and **progressively**.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

3. Fluency



Fluency – Examples

Modeled reading (read aloud)



Recorded text



Collaborative reading

Echo reading – student reads line, group repeats

Chorus reading – some student read main part, others read the chorus/verse

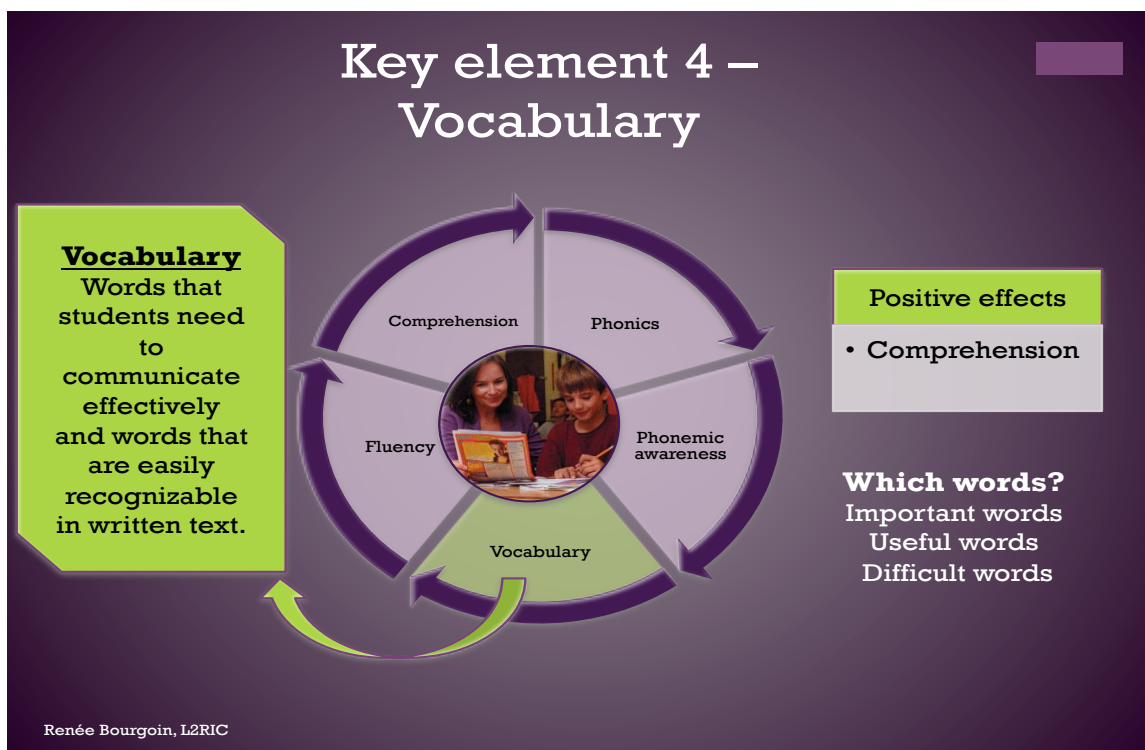
Team reading – each team reads a section

Chain reading – student reads a line, another joins every other line

Readers theatre



4. Vocabulary



Vocabulary – Examples

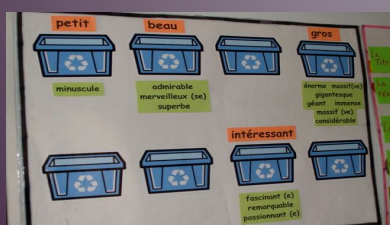
Modeled reading (read aloud)



High frequency word wall



Synonyms poster



Semantic map

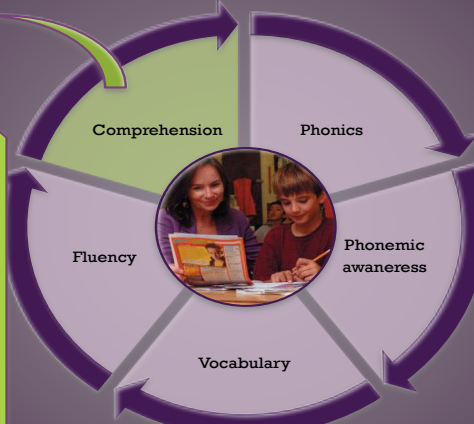


Suffixe	Signification	Exemples
-erie	endroit	animalerie, crèmerie, garderie, épicerie

5. Comprehension

Key element 5 – Comprehension

Comprehension
The reason we read.
To be an effective reading, comprehension strategies are a must.



6 + 2 strategies

- Monitor comprehension
- Using graphic organizers
- Answering questions
- Formulating questions
- Recognizing text structure
- Summarize
- Using prior knowledge
- Visualizing

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Comprehension – Examples



Literature circles



STUDENTS CAN ...

- write their own reading comprehension questions
- do a summary
- demonstrate their understanding with drawings
- fill in a graphic organiser

Reader characteristics

Fluency

1. Decoding and recognizing words is laborious	
2. Lack of comprehension linked to slowness of reading	
3. Lots of omissions; repetitions; substitutions; monotone; punctuation avoided; slow reading	

Vocabulary

4. Oral vocabulary is inadequate	
5. Lack of prior knowledge or limited vocabulary	
6. Lack of comprehension of subject matter	

Phonemic awareness

7. Difficulty finding words that rhyme or knowing amount of words in sentence (or sounds in a word);	
8. Difficulty isolating sound; playing with sounds or making words with different sounds	
9. Difficulty spelling words; frequent sound errors when reading	

Phonics

10. Difficulty finding written sounds that match oral sounds	
11. Difficulty with vowels or the different sounds of consonants	
12. Difficulty spelling words; decoding errors interfere with fluency	

Comprehension

13. Lack of prior knowledge; limited vocabulary; lack of familiarity with the text and structure	
14. Difficulty determining the importance of ideas, story sequence, details or finding information	
15. Difficulty making links, compare and contrast, cause and effect, making deductions, and summarizing	