

K-2 Literacy Strategies for ELLs

K-2 Literacy Strategies

Tools	Language Acquisition for ELL			Reading Process			Text Type	
	Input (interpretive)	Intake (interpersonal)	Output (presentational)	Pre- reading	During reading	After reading	Fiction	Non- fiction
Character Home Pages			X			X	X	
Choral reading		X			X		X	
Comprehension Game			X			X	X	X
Content-Related Picture Books			X			X		X
Do You Hear What I Hear?		X			X			X
Echo Reading		X			X		X	
Experience-Text-Relationships		X			X		X	
Guided Reading		X			X		X	
Independent Reading		X			X		X	X
Language Experience Approach	X	X		X	X		X	
Literacy Work Centers	X	X	X	X	X	X	X	X
Memory Box	X			X			X	X
Patterned Reading		X			X		X	
PREP	X		X	X		X		X

K-2 Literacy Strategies

Read Aloud	X			X			X	
Reader-Generated Questions	X	X	X	X	X	X	X	X
Recorded Books	X			X	X		X	
Say Something		X			X		X	
Split Screen Strategy	X	X	X	X	X	X		X
Shared Reading		X			X		X	X
Sketch to Stretch			X			X	X	X
Sticky Notes		X			X		X	X
Story Hats		X	X		X	X	X	
Story Impression	X	X	X	X	X	X	X	
Talking Drawings	X		X	X		X		X
The Instant Storyteller			X			X	X	
Writer's Workshop			X			X	X	

Grades K-2 Literacy Tools

What is it? Character Home Pages (Stephens & Brown, 2005)

Why use it? Interpret words of characters in story; describe a character from a story; dramatize differences and similarities in characters; compare characters from two or more stories; explain why two different characters view an event differently; make connections between personal experiences and stories read; identify and explain ideas and experiences from texts; identify what they know and have learned from a text; comprehend and respond to literary texts; label drawings with letters or words.

How does it work? Students create a 'home page' for a character they select from a reading. The steps are: (1) the teacher models developing a home page, (2) students identify a character, (3) students assume the point of a view of the character to design the home page using information like "What I look like ...", "What I am like" Some teachers use this strategy to have students explore other aspects of the book; e.g. setting or author of the book.

Variations for emerging ELL: Buddy students so they can create their home page in their primary language or with a student who can translate or model; have parent or sibling help students beforehand with a story book which comes in primary language if necessary; use cooperative learning strategy *Draw What I Say* so that a proficient student talks while the emergent English language learner *draws* and then have them switch roles; have ESL teacher preview story and focus on characterization before it is read in class; have ESL teacher come into class and use parallel or alternative co-teaching models to split the class into two groups.

Grades K-2 Literacy Tools

What is it? Choral Reading (Carbo, 1997)

Why use it? Show familiarity with title and author of texts; listen attentively to spoken language; listen attentively for different purposes; listen respectfully without interrupting others; attend to a listening activity for a specified time period; listen to literary text to appreciate; identify and produce spoken words that rhyme; enjoy and respond to vivid language (i.e. rhymes); work cooperatively with peers to comprehend text; recognize vocabulary from picture texts; retell or dramatize parts of stories; role-play characters or events from stories; share reading experiences to establish maintain, and enhance personal relationships; participate in small or large group storytelling for social interaction.

How does it work? Two or more students read a passage in unison. Less fluent readers try to follow the reading model provided by the more fluent readers. Group members may be teachers, parents, older or peer students.

Variations for emerging ELL: Have ESL teacher conduct a picture walk of the book beforehand so emerging students have a general idea of story structure; have ESL teacher preview pronunciation and meaning of essential words or phrases; as a pre-reading activity, do a word rhyme activity for the whole class or at a specific center; have parents work on the concept of rhyme in the primary language with an appropriate story; select books which have culturally-universal appeal (e.g. folktales) for the choral reading.

Grades K-2 Literacy Tools

What is it?

Comprehension Game (Mercer & Mercer, 1998)

Why use it?

Read and follow directions; use resources such as picture dictionaries to find word meanings; learn new words from books; connect vocabulary and life experiences to ideas in texts; determine the meaning of unfamiliar words; use grade-level vocabulary; use decoding strategies; use complete sentences with correct forms; recall sequence of events from stories; identify character and setting; answer questions in response to texts; comprehend and respond to literary texts; identify and explain ideas from texts; interpret words of characters from stories; form opinions about stories; summarize main ideas from informational texts; state the main idea; work cooperatively with peers; answer literal, inferential, and critical/ application questions; support point of view with examples from text

How does it work?

The teacher makes a game board with red, blue, or white squares and cut out cards of red, blue, and white construction paper. On the set of red cards, the teacher writes story questions pertaining to *who, what, where, when, why, and how*. On the blue set, vocabulary words are written. On the white cards (synonym cards), the teacher writes a sentence with a word underlined. Players roll the dice (or a spinner), go to the numbered square, and select a card that represents that color. If it is red, students answer a story question, blue a vocabulary question, and white a synonym to the underlined word. If students are correct, they stay on the square. If they are incorrect, they go back to *start*.

Variations for emerging ELL: Have English language learners look up the vocabulary in a picture dictionary before as a pre-activity to the game; use picture cues or icons wherever possible on the cards; have similar-language students play together so the more proficient can translate when needed; while other students are engaged in independent reading, you, an assistant or a parent can play with the English language learners as practice sessions before they play with peers; have the ESL teacher practice playing the game with emerging English language learners as part of the pull-out class time; differentiate the questions with additional colored cards as needed for English language learner levels.

Grades K-2 Literacy Tools

What is it? Creating Content-Related Picture Books
(Stephens & Brown, 2005)

Why use it? Study categories of words to learn new grade-level vocabulary; distinguish between texts with stories and texts with information; read informational texts to collect data, facts, and ideas; acquire information from nonfiction text; use illustrations to assist understanding; use comprehension strategies to clarify meaning (e.g. fill out graphic organizer, take notes to record facts); work cooperatively with peers to comprehend text; use classroom resources to support the writing process; write text that establishes a topic and use words that can be understood by others; learn and use the writing process; write sentences in logical order and create paragraphs to develop ideas; write to express opinions and judgments; give and seek constructive feedback in order to improve writing; begin to convey personal voice in writing; use word processing; maintain a portfolio of informational writings and drawings; share writing with others.

How does it work? The teacher shares a number of content-related picture books (e.g. picture walks, read alouds, shared reading, guided reading). A topic is selected, information is brainstormed, and any additional research is conducted. Students complete the writing process as follows: a storyboard is created, the text for the book is drafted, pictures and illustrations are created or obtained, the text is revised and edited, and the completed text is presented.

Variations for emerging ELL: Begin with topics which students might be familiar with or spend time building background knowledge before reading books (e.g. using demonstrations, videos, field trips, experiential activities); differentiate with multiple materials and references and include some with supporting visuals and illustrations or in the primary languages of students; differentiate through flexible groupings and assign job of illustrator to any 'beginning' English language learner; have students write the draft in their primary languages and then have the ESL teacher or a parent help to put the drafts into English; have the ESL teacher work on the book during pull-out time (i.e. parallel co-teaching) or come into the classroom to assist with centers (i.e. station co-teaching).

Grades K-2 Literacy Tools

What is it?

Do You Hear What I Hear? (Strong, Silver, & Perini, 2000)

Why use it?

Attend to a listening activity for an extended period of time; respond appropriately to what is heard; identify purpose for reading; show interest in reading a range of informational text; ask questions when listening to text; acquire information from nonfiction text; interpret information presented; identify what they know and have learned about a specific topic; draw pictures to record facts or ideas gathered; organize text information in drawings or graphic organizers; connect information from personal experiences to information from nonfiction texts; summarize main ideas and supporting details (with assistance) from informational text; form an opinion about a book read; report information gathered to peers; share information about what they have learned using appropriate visual aids.

How does it work?

The teacher reads aloud brief, challenging informational texts that are centered on one higher-order thinking question. Students draw, take notes or complete a graphic organizer during the reading - focusing on the text in order to answer the question. They then discuss their product with each other, using a cooperative learning strategy such as Mix-Pair-Discuss, Partners, Stir the Class, One Stray (see cooperative learning strategies). Students add ideas they have gathered from others to their drawings in order to introduce the concept of revising after peer conferences.

Variations for emerging ELL: Differentiate the question for emerging English language learners; have ESL teacher preview text and the question during ESL pull out time; divide class into two groups (either homogeneous or heterogeneous) and have ESL teacher read with one group (i.e. either parallel or alternative co-teaching); use the cooperative learning strategy of Draw What I Say (receiver draws what sender describes) to support students who can not draw ideas independently; pair similar-language students when appropriate.

Grades K-2 Literacy Tools

What is it? Echo Reading (Carbo, 1997)

Why use it? Listen attentively to spoken language to appreciate literary texts; participate in small or large group storytelling in order to interact with peers; identify and produce spoken words that rhyme; count or tap the number of syllables in spoken words; identify the same sounds in different spoken words; understand the purpose of print is to communicate; follow left-to-right and top-to-bottom direction when reading; distinguish between letters and words and print and pictures; track print by pointing to written words when texts are read aloud; check accuracy of decoding using context to monitor and self-correct; sight read common, high-frequency words; identify the parts of a book; match spoken words with pictures; respond to vivid language; identify the author's use of repetition and rhyme; learn new words indirectly; notice when sentences do not make sense; respond orally to questions and directions; show interest in reading a range of texts (i.e. stories, poems, and plays); retell or dramatize; recite poems or nursery rhymes; use computer software to support reading; share reading experiences to establish, maintain, and enhance personal relationships.

How does it work? The teacher reads and discusses a story with the children. Then he/ she reads a sentence or two, and the students repeat it using the same intonations. A big book or multiple copies of a storybook can be used. Pointing to the words as they are read helps the children focus on print instead of simply relying on auditory memory. For very young readers, this strategy helps establish the concept of print and allows them to 'read' an entire text with assistance. Mature readers may incorporate some words into their sight vocabulary. English language learners can 'echo read' with more experienced children, especially following a 'modeling' session.

Variations for emerging ELL: Have ESL teacher preview text to work on pronunciation and key vocabulary; echo reading is an inherently scaffolded reading experience for English language learners and offers a natural model for students to follow.

Grades K-2 Literacy Tools

What is it?

Experience-Text-Relationships (Optiz & Rasinski, 1998)

Why use it?

Connect new vocabulary and life experiences to ideas in texts; answer questions about text; draw on prior experiences to understand new data, facts, and ideas; make connections between personal experiences and stories read; form opinions about the differences between events in a story and events in own life; recall a sequence of events from a personal experience; dictate information from personal experience; compare stories from personal experiences with stories heard or read; connect or relate information from personal experience to nonfiction texts; share what they know and have learned about a topic; use own perspectives and opinions to comprehend text; read for different purposes; use self-monitoring strategies such as re-reading and cross-checking; apply corrective strategies; engage in independent silent reading; answer literal, inferential and critical/application questions after listening or reading; participate in discussions about grade-level texts; support point of view with text information; maintain a personal reading list to reflect goals and accomplishments.

How does it work?

This strategy uses discussion to link what children already know to what they will be reading about. It consists of three steps: (1) in the experience sequence, the teacher has the children explain the experiences they have had or knowledge they have that relates to the story; (2) the teacher has the children read short parts of the story - usually a page or two - answering the teacher's questions after each section is read; and (3) the teacher attempts to draw relationships for the children between the content of the story and their outside experience and knowledge.

Variations for emerging ELL:

This strategy is a variation of K-W-L and is inherently scaffolded as a pre/ during/ after reading experience; have the ESL teacher practice the strategy during pull-out class or have the ESL teacher come into class and conduct the strategy with one group (i.e. parallel co-teaching) while you do the other; add icons to the questions to give visual support; select a text which is culturally familiar to English language learners so they have their moment to 'know' in front of their peers.

Grades K-2 Literacy Tools

What is it? Guided Reading (Fountas & Pinnell, 1996)

Why use it? Use decoding strategies (sounding out words, comparing similar words, breaking words into smaller parts); check accuracy of decoding using context to monitor and self-correct; read with attention to sentence structure and punctuation to assist in comprehension; read aloud at appropriate rate; read with increasing fluency and confidence from a variety of texts; ask questions when reading texts; answer literal, inferential and critical/ application questions after reading texts; identify parts of a book and their purposes; sight read common, high-frequency words; connect words and ideas in book to prior knowledge; use comprehension strategies (predict/ confirm, reread, self-correct) to comprehend text; show interest in reading a range of texts; identify, explain and evaluate ideas from text; engage in reading activities to identify character, setting, and plot; share reading experiences with peers and adults; lead or participate in discussion about grade-level books, integrating multiple strategies (e.g. as questions, clarify misunderstandings, support point of view, summarize information); maintain a personal reading list to reflect reading goals and accomplishments.

How does it work? This is a small-group instructional context where the teacher supports the children's use of strategies in reading texts. Children are grouped according to their current reading levels and improvement goals. Steps include: (1) select a book for the children, one that provides just enough challenge to use reading strategies effectively; (2) introduce the book to the children and ask each child to read the whole text or a unified part of it at his or her own pace, either softly or silently, (3) during reading, intervene briefly to support problem solving, but keep in mind that the emphasis is on developing independence and on having children advance to more complex texts and read for increasingly longer periods; and (4) after the child reads the text, revisit it with him or her to focus on examples that help develop a reading process.

Variations for emerging ELL: Guided reading is an inherently scaffolded reading experience for all learners; the ESL teacher can conduct guided reading during pull out time or come into class to conduct a guided reading group (parallel co-teaching).

Grades K-2 Literacy Tools

What is it?

Independent Reading (Fountas & Pinnell, 1996)

Why use it?

Engage in independent silent reading; read voluntarily for own purposes; learn new words from books; read familiar texts independently; show interest in reading a range of texts for a variety of purposes; show familiarity with some books and authors; read with increasing fluency and confidence from a variety of texts; evaluate and select book, tapes, and poems on the basis of personal choice or teacher-selected criteria; respond to text to express feelings, opinions, and judgments; maintain a personal reading list to reflect goals and accomplishments.

How does it work?

Popular forms of independent reading include Sustained Silent Reading (SSR), DEAR, Buddy Reading, and Reader's Workshop. These forms allow for children to have free choice of their reading, to meet on a regular basis with peers and teachers to share what they are reading, and to have the option of creating a personal response to what they read.

Variations for emerging ELL: Use picture or pattern books so the language requirements of the text do not preclude English language learners from participating in independent reading; use buddy reading for some students; here is an opportunity for you to spend time alone with your English language learners.

Grades K-2 Literacy Tools

What is it?

Language Experience Approach (Brisk & Harrington, 2000)

Why use it?

Use personal experience to stimulate own writing with assistance; engage in conversations with adults and peers regarding experiences; share favorite anecdotes with peers and adults; dictate stories with a beginning, middle, and end; express the mood of a story by using a variety of words with assistance; develop original literary text using words that can be understood by others; track print by pointing to written words when texts are being read; write voluntarily to communicate with others; write for different purposes (e.g. tell stories, communicate feelings, provide information); use word processing; share reading experiences with peers and adults; share writing with others; participate in small or large group storytelling; engage in purposeful oral reading; listen respectfully and attentively; evaluate the content of stories by identifying whether information is realistic; maintain a portfolio of writings with assistance.

How does it work?

The Language Experience Approach (LEA) helps develop reading and writing through the use of the student's own language, thoughts, and ideas. Students are able to read the stories with minimal cueing because they already know the meaning. The following steps can be done with the entire class, small groups, or individuals: (1) engage the students in a conversation about an experience they have had; (2) as they speak, write on the board, on chart paper, on an overhead projector, or at the computer; (3) when done, read the story to the students, pointing precisely to each word; and (4) reread a sentence, pointing to the words and then have the students read the sentence while pointing to the words. NOTE: The original approach recommended writing exactly what the students say, but these authors suggest using the opportunities to 'teach' correct language through the 'explicit paraphrase technique.' The teacher models correct language form, both orally and in writing.

Variations for emerging ELL:

Send a tape recorder home with English language learners and teach their parents or an older sibling how to do this strategy in the primary language; have the ESL teacher begin to work with the students to transform their stories into English and to use the 'explicit paraphrase technique.'

Grades K-2 Literacy Tools

What is it?

Literacy Work Centers (Diller, 2003)

Why use it?

Follow simple directions; identify and produce spoken words that rhyme; form words in rhyming word families; categorize, blend, segment, add, delete and substitute phonemes to make or change words; use picture dictionary to learn meanings of words in books; use classroom resources to acquire information; interpret information represented in simple charts and webs; engage in pre-reading and reading activities to select books, make connections between personal experiences and stories read, predict what might happen next, identify what they know and have learned, answer questions; use graphic or semantic organizers; use comprehension strategies; change the sequence of events; distinguish between real and imaginary texts; retell or dramatize stories; share reading and writing experiences and work cooperatively with others; show interest in reading a range of texts from a variety of genres; copy letters and words, draw or write facts and ideas; use graphics to communicate ideas or information; listen to literary texts to appreciate and enjoy or respond to vivid language; maintain a reading log with goals and accomplishments; maintain a portfolio of writings with assistance.

How does it work?

A literacy work station is an area within the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy. It is a place where a variety of activities reinforces and/ or extends learning, often without the assistance of the teacher. It is a time for children to practice reading, writing, speaking, listening and working with letters and words. Some sample work stations might include a big book work station, writing work station, drama work station, ABC/ Word Study work station, poetry work station, computer work station, buddy reading work station, creation work station, science/ social studies work station, and handwriting work station.

Variations for emerging ELL: Centers are inherently scaffolded literacy experiences; have English language learners work their way through the centers starting with those centers which offer more context and less language (e.g. drama) and progressing to those which offer less context and more language (e.g. writing); have the ESL teacher come into class during centers (i.e. station co-teaching).

Grades K-2 Literacy Tools

What is it? Memory Box (Stephens & Brown, 2005)

Why use it? Participate in small or large group storytelling; learn the meaning of new words and use them in own speech; connect vocabulary and life experiences to ideas in books; make predictions about story events; retell or dramatize stories or parts of stories; show interest in reading a wide range of text from different genres; engage in pre-reading and reading activities to make connections and predictions and draw conclusions; listen to literary texts to match spoken words with objects or pictures, identify specific people, places and events; identify characters in a story and explain what each contributes to the events of a story; use own perspectives and opinions to comprehend texts; share information using appropriate visual aids; answer literal, inferential, or critical/ application questions after reading.

How does it work? This strategy is used best with fiction or biographies. The teacher puts together a memory box - a collection of objects that represent events in a story. He or she shows each object to the class, talking about its significance to the story. Then he or she reads the story. A variation is to have students put together a memory box with objects they think the story will be about (i.e. predicting).

Variations for emerging ELL: Have ESL teacher put together a memory box with English language learners during pull out time or have ESL teacher come in to class and split the class into two groups (i.e. alternative co-teaching).

Grades K-2 Literacy Tools

What is it? Patterned Reading (Burns, 1999)

Why use it? Identify and produce spoken words that rhyme; follow left-to-right and top-to-bottom direction; track print by pointing to written words; identify parts of a book and their functions; recognize that written words represent spoken words; learn new words from books and use them in own speech; connect vocabulary and life experiences; sight-read automatically grade-level high-frequency words; notice when sentences do not make sense; retell or dramatize parts of books; show interest in reading a range of books; share reading experiences with peers and adults; listen attentively to spoken language; appreciate and enjoy literary texts; match spoken words with pictures; answer simple questions in response to texts; develop fluency and confidence as readers.

How does it work? Children are able to 'read' predictable books with the teacher right away. The teacher uses a story with a simple pattern like "*Brown Bear, Brown Bear, What Do You See?*" Although books like these are 'read' from memory of the patterns, from nursery rhymes, and from picture cues, children are able to sound like adult readers. They feel accomplished and gain confidence while developing word and print awareness, a sense of sentence and story, increased vocabularies, and their first ideas about fluency.

Variations for emerging ELL: This strategy is excellent for enhancing the second language acquisition process and is also inherently scaffolded for English language learners. Always have a center full of pattern books for students.

Grades K-2 Literacy Tools

What is it? PREP (Preview, Read, Examine, Prompt) Learning Guide (Billmeyer, 2004)

Why use it? Engage in pre-reading and reading activities to identify what they know, want to know and have learned about a specific story or topic; read grade-level texts with comprehension and for different purposes; use comprehension strategies (re-read, self-correct) to clarify meaning of text; use self-monitoring strategies such as re-reading and cross-checking; use graphic organizers to organize information; write data, ideas and facts gathered; take notes to record information with assistance; describe the connections between experiences and ideas and information in texts; answer literal, inferential and critical/ application questions about texts read; lead or participate in discussion about grade-level books, integrating multiple strategies (e.g. ask questions, clarify misunderstandings, support points of view, summarize information).

How does it work? The teacher instructs the students to construct questions before reading. Questions engage the minds of the readers and also focus their thinking while reading. The teacher uses PREP as a change from K-W-L. Ideas and vocabulary recorded on the PREP can be used later as a writing experience. Students enjoy creating a class book about the topic. Here's a math example:

"Sarah's mom made a bird house for the back yard. First Sarah saw 9 birds fly into the house. Then 5 more flew in the house. How many birds are there in all?"

<i>Before reading What I already know</i>	<i>During reading Questions to focus my learning</i>	<i>After reading What I have learned</i>
It's a story problem. There are numbers in it. There is a question mark.	What kind of problem is it? Will I add or subtract? What words tell me what to do?	It is a plus problem because it says, "How many in all?" There are two numbers to add.

Variations for emerging ELL: As a variation of K-W-L, this strategy is inherently scaffolded; have ESL teachers practice with students during pull out time; keep class books in a specific place and have English language learners read them during independent reading or as an anchor activity.

Grades K-2 Literacy Tools

What is it? Read Aloud (Fountas & Pinnell, 1996)

Why use it? Understand the purpose of print is to communicate; follow left-to-right and top-to-bottom direction; track print when texts are read aloud; identify the parts of a book; read some high-frequency sight words; learn new words from books; make predictions about story events; ask and answer questions about texts; engage in pre-reading reading activities to make connections between experiences and text events, retell a story, identify what they have learned about a topic, use illustrations to assist in comprehension; share reading experiences with peers and adults; listen attentively to spoken language; listen to literary texts to appreciate and enjoy, to match spoken words with pictures, recall a sequence of events, identify character and setting; express feelings about a story; use comprehension strategies (predict/ confirm) to comprehend text; show interest in reading a range of texts; share information using appropriate visual aids (e.g. puppets and pictures); answer literal, inferential, and critical/ application questions after reading; demonstrate comprehension through creative response.

How does it work? This strategy is simply when the teacher or another adult reads aloud stories to children. Its benefits include: children learn about literacy through modeling; they learn how print functions and how it is used; they learn about story structure; they acquire new words, new sentences, and new discourse patterns; and they develop positive attitudes towards reading. Activities after the read aloud can include stick puppets, singing rhymes, drawing, making books, and arts and crafts. Logical reading follow-ups to read aloud are independent reading, buddy reading, guided reading, and literature circles; writing follow-ups to read alouds are shared writing, interactive writing, guided writing, and independent writing.

Variations for emerging ELL: Have parents or siblings read aloud stories to children in primary languages; select stories which are culturally universal (e.g. fables); have ESL teacher preview text to be read aloud during pull out time; have ESL teacher come in and divide class for two read alouds so students can switch groups and compare stories (i.e. alternative co-teaching).

Grades K-2 Literacy Tools

What is it? Reader-Generated Questions (Brisk & Harrington, 2000)

Why use it? Connect words and ideas in books to prior knowledge; read grade-level texts for different purposes; use comprehension strategies (predict/confirm, reread) to clarify meaning; work cooperatively with peers to comprehend text; identify purpose for reading; ask and answer literal, inferential, and critical/application questions; use graphic organizers to organize information; summarize main ideas from informational texts; use own perspectives and opinions to comprehend text; read grade-level informational texts to collect data, ideas, and facts; distinguish between texts with stories and texts with information; engage in pre-reading and reading activities to predict what might happen, draw conclusions, identify, explain and evaluate ideas from texts; identify what they know, want to know and have learned about a topic; use self-monitoring strategies such as cross-checking; read with increasing fluency and confidence from a variety of texts; maintain a personal reading list to reflect reading goals and accomplishments.

How does it work? The purpose of this strategy is to walk students through the steps of the reading process: stimulating background knowledge, predicting, actual reading, and synthesizing. Steps include: (1) introduce the topic of the reading through pictures, maps, time lines, real objects and have students relate the topic to their own experiences; (2) ask the students to generate from one to ten questions about the topic; (3) have the students guess responses to the questions in small groups; (4) read aloud the story or have the students read the text alone or in pairs; (5) ask the students to answer the questions or to check on their guesses; and (6) have the students respond to the reading by writing a summary, completing a graph, drawing a picture, outlining the content, or some other activity.

Variations for emerging ELL: Have the ESL teacher practice the strategy during pull out time; provide 'cue' questions to the English language learner so they can participate; pair up English language learners with similar-language or nurturing peers; have English language learners progress through response options starting with pictures, then graphs, then outlines, then summaries.

Grades K-2 Literacy Tools

What is it?

Recorded Books (Carbo, 1997)

Why use it?

Listen attentively to spoken language for different purposes; follow left-to-right and top-to-bottom direction; track print by pointing to written words when texts are read aloud; learn new words from books; read familiar texts at the emergent level with assistance; locate and use classroom resources to acquire information; engage in pre-reading and reading activities to select books and tapes on the basis of interest of teacher-selected criteria; predict what could happen next, form an opinion about texts events compared to own life; listen to literary texts to appreciate and enjoy, match spoken words with pictures, identify character and setting, respond to vivid language; answer questions in response to texts; read with increasing fluency and confidence; express feelings about literary works; show interest in reading a range of texts; keep a log of books read to track accomplishments.

How does it work?

Children listen one or more times to a word-for-word recording while following along in the text, and then read it aloud. Less fluent readers can listen one or more times to two- to five- minute segments, recorded at a slower-than-usual pace, and then read the passage aloud.

Variations for emerging ELL: Recorded reading is an excellent strategy to enhance the second language acquisition process (i.e. immediate comprehensible input) and is inherently scaffolded; send recorded books home for practice; select stories which are culturally universal; always keep a center of recorded books so English language learners can participate in 'independent' reading activities.

Grades K-2 Literacy Tools

What is it? Say Something (Cloud, Genesee & Hamayan, 2000)

Why use it? Listen attentively to spoken language, including grade-level books read aloud; listen to literary texts to appreciate and enjoy, identify a character, setting, plot; converse with adults and peers regarding books; role play characters and events from stories; express feelings about works of fiction; compare stories from personal experiences with stories heard; express the mood of a story by using a variety of words; retell stories in logical order; ask for clarification; express an opinion or judgment about a story; explain personal criteria for liking a book; compare and contrast events or characters in a story with their lives; participate in small- or large-group storytelling; answer literal, Inferential or critical/ application questions after reading text; use previous reading and life experiences to understand literature; connect literary texts to previous life experiences to enhance understanding; show interest in a range of texts.

How does it work? Students are invited to take turns saying something at intervals during the reading of a story in order to respond personally to an engaging piece of literature. The focus is on reading to say something rather than reading to decode individual words (*understand the message vs. crack the code*).

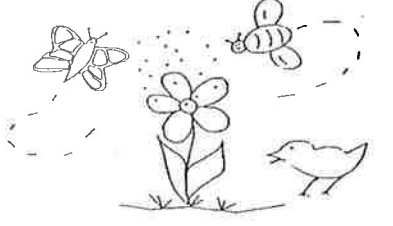
Variations for emerging ELL: Have ESL teachers preview text during pull out time or come in and divide class (i.e. parallel or alternative co-teaching); give 'cue' cards with icons to English language learners to select something to say; select stories which have culturally-universal appeal.

Grades K-2 Literacy Tools

What is it? Split Screen Strategy (Silver, Strong & Perini, 1999)

Why use it? Identify purpose for reading; determine the meaning of unfamiliar words by using context clues; attend to a listening activity for a specific purpose; use comprehension strategies (visualizing) to comprehend text; ask questions when listening to text read; summarize main ideas and supporting details, both orally and in writing; lead or participate in discussion; demonstrate comprehension of grade-level text; recognize the value of illustration to the reading process; make judgments about relevant and irrelevant information; take notes to record facts; use prewriting tools to organize ideas and information; share writing with others.

How does it work? The teacher reads a book or passage aloud and, along the way, discusses difficult vocabulary words with students. He/ she reads the book or passage again - this time a bit more slowly and with emphasized emotion. During this reading, students sketch their ideas on one side of the paper and write words or phrases on the other side. The teacher needs to pause during this rereading to give students time to create their visualizations on the organizer. At key points, the teacher stops reading and asks students to explain their pictures to each other. After the second reading, students are put into groups to create posters. This strategy builds listening and visualizing skills that are necessary for effective reading. Split Screen is a 'note-making' strategy.

Words (Ideas and Details)	Pictures (Sketches and Doodles—No Words)
birds butterflies bees drink nectar bring pollen help flower	

Variations for emerging ELL: 'Cue' the split-screen of the English language learner by writing the words (they then draw); have ESL teacher practice during pull out time or come in to divide class (i.e. parallel or alternative co-teaching).

Grades K-2 Literacy Tools

What is it?

Shared Reading (Fountas & Pinnell, 1996)

Why use it?

Listen attentively to spoken language (e.g. books read aloud, rhyming words); identify and produce spoken words that rhyme; understand the purpose of print is to communicate; follow left-to-right and top-to-bottom direction when reading; distinguish between letter and words/ print and pictures; track print by pointing to written words when reading; identify parts of a book; recognize and identify some sight words; read high-frequency sight words; read familiar texts; use punctuation clues to read text with expression, accuracy and fluency; learn new words from books; listen to literary texts to match spoken words with pictures, recall a sequence of events, identify character and setting, distinguish between a poem and a story; recite short poems, rhymes, and finger plays; express an opinion about a story read; share favorite rhymes with peers and adults; participate in small or large group storytelling; share a reading experience with peers and adults.

How does it work?

This approach practices reading through modeling and coaching and introduces strategies in context. The teacher writes a short passage or poem on chart paper for students to read and reread (i.e. or a story from a book can be used). First, the teacher reads the passage, pointing to each word or phrase, to model fluent reading. Next, the teacher asks students to read the passage with him/ her. The teacher directs students' attention to useful visual information; for example, high-frequency words. The teacher covers selected words and asks students to predict the word using the surrounding text. After reading, the teacher has response activities ready for those students who do not need to continue to participate in the repetitive reading. Small versions of the original are available for other students to read on their own or in pairs; the reading can be used to have students practice different types of exercises (i.e. cloze, word analysis, letter identification).

Variations for emerging ELL: This strategy is inherently scaffolded as the teacher models and 'shares' the responsibility for performance; select books which have universal cultural appeal; differentiate the response activities based on language proficiency.

Grades K-2 Literacy Tools

What is it?

Sketch to Stretch (Short, Harste & Burke, 1996)

Why use it?

Increase background knowledge by elaborating ideas from texts; connect life experiences to ideas in texts; use comprehension strategies (visualizing) to clarify meaning of texts; explain ideas from texts; engage in reading activities to show what they have learned from text; use illustrations to assist in understanding the content of a text; draw to express opinions and judgments to share what they know, depict an opinion about events in texts, compare characters and settings within or between stories, describe the difference between real and imaginary texts; maintain a portfolio of drawings.

How it works?

This is a reading strategy that helps students learn to visualize what they read. Individually, with a partner or a team, students draw and share the mental images conveyed in a reading. They may also sketch the personal meaning of a reading. Students share their drawings with peers.

Variations for emerging ELL:

Drawing as a reading response activity is inherently scaffolded for emergent English language learners but a variation would be to use the cooperative learning strategy of Draw What I Say (i.e. receiver draws what sender describes) with students in pairs and, if necessary, students could do the drawing in primary languages first.

Grades K-2 Literacy Tools

What is it?

Sticky Notes (Peterson & Eeds, 1990)

Why use it?

Identify purpose for reading; use decoding strategies; connect words and ideas in texts to prior knowledge; learn new words indirectly from texts; read grade-level texts for different purposes; use comprehension strategies (reread, self-correct, connect self to text) to clarify meaning in texts; ask and answer questions in response to texts; use own perspectives and opinions to comprehend text; interact with and respond to text; engage in reading activities to identify, explain and evaluate ideas; read with increasing fluency and confidence; show interest in reading a range of grade-level texts; share reading experiences with peers and adults.

How it works?

Students write on their sticky notes why they chose passages they want to discuss with others. The teacher models the strategy using passages they learned from, loved, couldn't stop reading, connected to, questioned, thought were funny, or were puzzled by.

Variations for emerging ELL:

Model the strategy first; add icons to the sticky notes English language learners will use sticky notes so they are supported to look for specific passages; have ESL teachers practice the strategy during pull out time; pair students with similar-language backgrounds or pair English language learners with nurturing classmates.

Grades K-2 Literacy Tools

What is it?

Story Hats (Sklick, Noe, & Johnson, 1999)

Why use it?

Listen attentively to literary texts to appreciate and enjoy texts, respond to vivid language; use picture dictionary as a resource for vocabulary development; identify character and setting, match spoken words with pictures, recall events; learn new words from books; connect life experiences to ideas in texts; retell parts of stories; comprehend, respond to or interpret literary text; form an opinion about events in own life with events in a story; express the mood of a story; express an opinion about the color, form and style of illustrations; show interest in reading a range of grade-level texts; share reading experiences with peers and adults; participate in small or large group storytelling experiences; show familiarity with title and author of grade-level texts; maintain a portfolio of drawings.

How it works?

Students draw scenes from a story on 11x14 sheet of construction paper while the story is read aloud. They share the pictures with one another and then fold the paper into a hat to wear home.

Variations for emerging ELL:

Drawing in response to reading is an inherently scaffolded experience; use icons on the sheet to remind students of the *who, where, what, why* and *how* story elements; have students cooperatively share their hats with one another using Partners, Mix-Pair-Discuss, or Corners (see cooperative learning strategies); have students retell their 'hats' at home with their families in their primary languages.

Grades K-2 Literacy Tools

What is it? Story Impression (Cloud, Genesee, & Hamayan, 2000)

Why use it? Decode grade-level texts using a variety of strategies; sight read common high frequency words; identify purpose for reading; connect words and ideas in books to prior knowledge; use comprehension strategies (predict/ confirm, reread) to comprehend text; sequence events in retelling stories; use own perspectives and opinions to comprehend text; engage in pre-reading and reading activities to predict what might happen, draw conclusions, identify characters, setting and events, change the sequence of events in a story, or recognize different plots in books; develop original literary texts to create a story with a beginning, middle and end; listen to literary texts to identify specific story elements and to compare stories; show interest in reading literary genres; read with increasing fluency and confidence; share the process of writing with peers and adults; begin to develop a voice in writing.

How it works? This is a reading strategy that prompts students to creatively predict the plot of a story. The teacher lists clue words or important phrases (drawings or print), and students predict their impressions of how they think the words will fit together prior to reading. (Note: The words should convey the main character, the setting, and the problem in the story). After reading, students compare their versions to the real thing. The steps include: (1) introduce the students to the strategy; (2) show the clues on a transparency; (3) students read the clues together and brainstorm how they link together; (4) they dictate a story to the teacher; (5) the class compares the Story Impression with the actual story; and (6) once they are familiar with the strategy, students could do it on their own or in small groups.

Variations for emerging ELL: The strategy is inherently scaffolded as it follows the gradual release of responsibility instructional process (i.e. teacher models, guided practice, compare with exemplar, independent practice); have ESL teacher practice strategy during pull out time or come into class and split class into two groups (i.e. alternative co-teaching); provide English language learners with some brainstorming icons beforehand.

Grades K-2 Literacy Tools

What is it?

Talking Drawings (Readance, Moore, & Rickelman, 2001)

Why use it?

Create a drawing to represent a concept; draw to express opinions and judgments to share what they know and have learned about a topic, respond in pictures to an experience shared by classmates; take turns speaking in a group; stay on topic; speak audibly; report information briefly to peers; attend to a listening activity for a specified period of time; listen attentively for a specified purpose; respond with expression appropriate to what is heard; interpret information represented in charts and webs; begin to collect data, facts, and ideas; engage in pre-reading and reading activities to connect life experiences to ideas in texts, ask and answer questions about texts, retell information or stories, match words with pictures; use comprehension strategies (visualizing) to clarify texts; work cooperatively with peers to comprehend texts; show interest in reading a range of texts; maintain a portfolio of drawings that express opinions and judgments.

How it works?

This strategy uses simple student drawings as a bridge between background knowledge and new information to be studied in the text. The teacher asks students to make a drawing showing what they already know about a topic. Students then get into small groups and share their drawings, discussing the similarities and differences among the drawings. A whole-class follow-up discussion takes place and then the class organizes their thoughts into a single concept map. Students either read or are read to and then modify (add on to) their drawings or begin a new drawing based on what they have just learned. Students then get into small groups again to compare their first and second drawings with one another.

Variations for emerging ELL: This is a visual version of K-W-L and is inherently scaffolded for English language learners; have ESL teachers prepare students with ideas or pre-read the texts during pull out time; use cooperative learning strategy of Three-Pair-Share (students share three times, once with each teammate) for the small group sharing to provide peer models; have ESL teacher come into class for whole-class discussion and concept map development (i.e. team teaching).

Grades K-2 Literacy Tools

What is it? The Instant Storyteller (Stephens & Brown, 2005)

Why use it? Converse with peers and adults regarding pictures, books, and experiences; role-play characters and events from stories; express feelings about stories; compare stories from personal experience with stories read or heard; express the mood or emotion of a story by using a variety of words; retell stories using a logical sequence; ask for clarification of events in a story; participate in small group storytelling; speak with speed and expression appropriate to the purpose and audience; respond appropriately to what others are saying; listen attentively to spoken language; develop original literary texts to create a story with a beginning, middle and end; write to describe characters, settings, or events; identify the problem and solution in a story; works cooperatively with peers for literacy activities; shares the process of writing with peers in a cooperative group.

How it works? The steps are: (1) the teacher identifies groups with roles (e.g. storyteller, timer, recorder, responder); (2) the teacher provides each group with visual images (e.g. photos, art works, CD cover); (3) the storyteller selects a visual and spend two minutes planning a story; (4) the storyteller relates the story for three minutes while the recorder writes notes down; and (5) the responder gives feedback on the story. Roles are switched and eventually the group selects one of the stories to retell to the class.

Variations for emerging ELL: Have English language learners progress in the roles they are assigned: timer for newcomers, responder for somewhat proficient, recorder for more proficient, and finally storyteller; have ESL teacher prepare students during pull out time or come into the classroom (i.e. peer teaching co-teaching); send visuals home with English language learners so parents can tell stories in primary languages; select pictures which have culturally universal appeal.

Grades K-2 Literacy Tools

What is it?

Writer's Workshop (Dorn & Soffos, 2001)

Why use it?

Draw and or write to express opinions and judgments to share what they know and have learned; compare characters and settings within and between stories; develop original literary texts to create a sequenced story, poem; write to respond to text to express feelings about characters or events; describe characters, settings, or events; retell a story using own words; identify the problem and solution in a story; respond in words to an experience; describe the differences between real and imaginary events; write original text using the writing process (e.g. prewriting tools, drafting, revising ideas, editing mechanics); write a variety of compositions with assistance using different organizational patterns; make judgments about relevant and irrelevant information to include in writing; write sentences in logical order and use paragraphs to organize ideas; use capitalization, punctuation and spelling rules in final products; participate in writing conferences with teachers and peers to improve own and others' writing; write voluntarily for different purposes; maintain a portfolio of writings (drawings).

How it works?

Writers' Workshop is a literacy block where children learn the processes of how to read and write. The teacher structures the time to ensure that children have an opportunity to plan, organize, and carry out writing projects in response to stories they have been read/ read. Students learn how to select their own topics and develop these ideas through multiple drafts. Thus, they acquire an understanding of the writing process. The block of time for writers' workshop in kindergarten is approximately thirty to forty minutes; in first and second grade, the block of time can vary from forty-five to sixty minutes. Components of the writers' workshop can include a shared writing event, independent writing time, conferences, sharing, mini-lessons, and the keeping of writers' notebooks and reading logs.

Variations for emerging ELL:

Writer's workshop is inherently scaffolded because it is process-oriented and allows for differentiation of process and product; English language learners can complete some stages during ESL pull out time or ESL teacher can come to classroom (i.e. team teaching) for sessions; English language learners can use primary language as needed to participate in writing process.

Grades K-2 Literacy Tools

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