

INTIMATE SHARED COGNITION for ELLs

Prior to Guided Reading; Foundation Level

STEPS	SCAFFOLDING FOR STUDENTS	<i>CONSIDERATIONS FOR ELL STUDENTS IN ADDITION TO COLUMN 2</i>
	The following procedure would typically take two days to complete.	The following additions would require extra time. You may spend three days with one book.
1. Select a text.	<p>The teacher selects a text that:</p> <ul style="list-style-type: none"> • the entire class can enjoy during daily Shared Reading; • has a simple story with beginning, middle, and ending to build story structure; • is nonfiction to help children build vocabulary meaning; • has rhyme, rhythm, repetition, and oral language structures to build language structure; • has stories that contain sequences and hierarchies to build structure systems; • has illustrations that show objects and actions to add meaning to the story; and • uses descriptors (adjectives and adverbs) to add and/or clarify meaning. 	<p><i>Texts for ELLs should have:</i></p> <ul style="list-style-type: none"> • <i>strong picture support (i.e., photos or clear, realistic illustrations);</i> • <i>familiar concepts;</i> • <i>repetitive sentence structure patterns;</i> • <i>high-utility oral language structures and familiar vocabulary;</i> • <i>high-frequency words; and</i> • <i>simple, natural-sounding sentence structures.</i>
2. Introduce the text.	<p>The teacher:</p> <ul style="list-style-type: none"> • gives a brief overview of the story. • helps students activate their background knowledge and text recall. • encourages and responds to child-talk that connects the text to self. 	<p><i>Introductions for ELLs should emphasize:</i></p> <ul style="list-style-type: none"> • <i>giving students multiple opportunities to talk!</i> • <i>activating background knowledge students have about the concepts.</i>
3. Discuss the text.	<p>The teacher:</p> <ul style="list-style-type: none"> • does a conversational reading with students and co-constructs the meaning of the text. • uses language of the book to help children predict what the book will say. • uses the Foundation Meaning and Structure Guide to support conversation. 	<p><i>Teacher observes each child carefully to see what ideas or language causes him to struggle or confuses him and to notice where the child is competent and confident.</i></p> <ul style="list-style-type: none"> • <i>Doing a conversational reading that responds to and supports students as they construct meaning. During this reading, the teacher may stop and initiate conversation or stop when students initiate conversation.</i> • <i>Giving comprehensible input during the overview of what happens in the story (fiction) or what they will be reading about (nonfiction) (shares the hard work of making meaning).</i> • <i>Using pictures in the text, realia, or props and visuals to build background, vocabulary, and cognitive structures.</i>

4. Extend the text.	Students may put a small copy of the book in their book bag for rereading, take photocopied pictures home to stimulate parent conversation, or use props at literacy centers to tell the story.	<i>To create additional opportunities for student oral language use, the teacher can send photocopied pictures home to stimulate parent conversation in the child's home language, regardless of the language of instruction, which assists the child in building conceptual understandings.</i>
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