

Working with English Learners in light of *Literacy Lessons Designed for Individuals*

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“At the conclusion of the lesson series the child is still in need of rich opportunities for further development in the language of instruction. . .

However, [she] then has three complementary routes to that further language learning, via oral language, writing and reading.”

--Clay, *Literacy lessons designed for individuals, part two*, p. 183

Common Misconceptions about English Learners

Ω Slower progress

Ω Lower achievement for time in lessons

Ω Waiting is beneficial for language to
develop

Ω A specified level of competence is
appropriate for selection

“What the child can produce he can also anticipate. . .”

*Clay, *Becoming literate: The construction of inner control*, p. 89*

“It has been one of the surprises of Reading Recovery that all kinds of children . . . can be included, can learn, and can reach average-band performance. . . . Exceptions are not made for children of lower intelligence, for second-language children, for children with low language skills, for children with poor motor coordination, for children who seem immature, for children who score poorly on readiness measures, or for children who have already been categorized by someone else as learning disabled.”

*Clay, *Bridges to literacy*, p. 61*

Recent Reading Recovery Research on English Learners

Ashdown & Simic, 2000 -- New York
6 years of data/N=25,601 with 3 subgroups
(N=15,673; N=6,388; N=3,540)

Hobsbaum, 1995 – United Kingdom
N=1,466

Neal & Kelly, 1999 – California
3 years of data/N=2,366

What have we learned from the success of English learners in RR?

- *Instruction can start immediately*
- *Equal gains can be achieved*
- *Language and literacy can develop simultaneously*
- *Rich language interactions matter*

See Neal, J. C. (2001). *What success do English language learners have in Reading Recovery?* *The Journal of Reading Recovery*, 1 (1), 40-41.

Literacy Lessons Designed for Individuals on English Learners

- **New Section (22)**







Children aged five to nine schooled in another language, who need to make accelerated progress in English

- **Reiterates the selection criteria for RR**
(“. . .only one rationale for exclusion—the child is unable to understand the teacher’s instructions on the Observation Survey tasks. . . .” –p. 182)

- **Reading Recovery provides two new routes for language expansion**
 - Reading in English Writing in English

- **Cross-references Section 15**
Children who know little about stories and storytelling

Adjusting Reading Recovery Lessons for EL Students

-  Throughout the lesson: Create opportunities for language production
-  In writing: Shape or provide a model for story composition as appropriate
-  Book selection: •Watch for unfamiliar concepts/unknown words •Consider type of language structures
-  Book introductions: •Generously provide structures to be read •Include realia and/or demonstration of concepts
-  Book reading: •Adapt prompts appropriately •Do a second reading as a regular practice
-  Utilize & coordinate with other resources

Additional Sources of Information on English Learners in Reading Recovery

Borba, M. (2004). Building the literacy triangle for English language learners: Reading Recovery, the classroom, and the home. *Journal of Reading Recovery*, 3 (2).

Diaz, J. (2001). Serving English language minority children in Reading Recovery. *Journal of Reading Recovery*, 1 (1).

Forbes, S. (2001). Selecting English language learners for Reading Recovery. *Journal of Reading Recovery*, 1 (1).

Noble, J. (2001). A language story. *Journal of Reading Recovery*, 1 (1).

Peirce, R. (2006). Getting a story for writing by using familiar text. *Journal of Reading Recovery*, 5 (2).

Notes