



University of Florida  
College of Education  
School of Teaching and Learning

## Reading Strategies Across Stages of Proficiency

### *Language Experience Approach*

The Language Experience Approach (LEA) is a powerful strategy for teaching reading to ELLs, particularly for ELLs who haven't developed L1 or L2 literacy and for ELLs who have L1 literacy but not L2 literacy. The LEA capitalizes on students' interests, experiences, and their oral language facility. It's also a strategy that can be used across grade levels and even in different content areas.

The following article (link below) provides specific suggestions about using LEA with ELLs across the grade levels, as well as across proficiency levels.

<https://eslmethods.wikispaces.com/file/view/LANGUAGE+EXPERIENCE+APPROACH.pdf> (Links to an external site.)Links to an external site.

### LEA Videos

The **first two clips** below present ideas for creating a "shared" experience that can be used as a foundation for a Language Experience text. The **third clip** is of an elementary teacher implementing LEA with a small group of ELLs. Pay particular attention to how the teacher focuses on vocabulary and how she uses both pictures, along with the written word, to support the students. The **fourth clip** is for middle school and high school teachers wondering how LEA can be used in the secondary classroom. And the **fifth clip** provides great examples of extension activities after the LEA text has been written.

[https://www.youtube.com/watch?v=GSGqw2te\\_8A](https://www.youtube.com/watch?v=GSGqw2te_8A)

<https://www.youtube.com/watch?v=iWVufaBG1q8>

[https://www.youtube.com/watch?v=lj\\_PyOYl14o](https://www.youtube.com/watch?v=lj_PyOYl14o)

<https://www.youtube.com/watch?v=Xg3fJQrG2cA>

<https://www.youtube.com/watch?v=kDCEo3XHhgo>

## ***Reciprocal Teaching***

Reciprocal Teaching (RT) is basically peer-led reading discussion groups. RT includes four reading Strategies:

- Questioning
- Summarizing
- Clarifying
- Predicting

Initially the teacher models each of the four strategies until the students are ready to take over the process themselves in small groups. These four strategies, enhance comprehension and at the same time give students an opportunity to monitor their comprehension. The traditional RT model follows this sequence:

1. Working in small groups of four, students independently read a short, pre-determined segment of text silently to themselves
2. The student-leader asks a series of **questions** based on the reading
3. The student-leader **summarizes** the reading
4. The student-leader **clarifies** confusing parts or difficult vocabulary and/or asks if others have something they need clarified
5. The student-leader makes **predictions**
6. Students read the next section of text silently and begin the process again (questioning, summarizing, clarifying and predicting)

Note: In the conventional model, **one** student leads the small group through the RT process for one section of the text. The leader role then shifts to another student each time a new section is read.

The following article (link below) reviews the basics about RT.

[http://www.readingrockets.org/strategies/reciprocal\\_teaching](http://www.readingrockets.org/strategies/reciprocal_teaching)

### **Reciprocal Teaching Videos**

The first clip reviews one teacher's version of RT. In the second clip, the teacher models a process for engaging with text. We then watch students in their guided reading groups as they work through the four stages of reciprocal teaching: predicting, clarifying, questioning and summarizing.

<https://www.youtube.com/watch?v=IILNsq964II>

<https://www.youtube.com/watch?v=8oXskcnb4RA>

## ***Directed Reading-Thinking Activities (DR-TA)***

DR-TA encourages students to make predictions while they are reading. After reading segments of a text, students stop, confirm or revise previous predictions, and make new predictions about what they will read next. DR-TA serves several purposes:

- Elicits students' prior knowledge of the topic of the text.
- Encourages students to monitor their comprehension while they are reading.
- Sets a purpose for reading. (Students read to confirm and revise predictions they are making.)

How to Use DR-TA:

1. Choose a text. This strategy works well with both fiction and expository texts.
2. Activate students' prior knowledge. Have students read the title of the text, or tell them the topic of the text. Ask students to brainstorm a list of ideas that come to mind when they think about the title or topic. Write those ideas on the board. When using this strategy with a piece of fiction, you might have students brainstorm a list of ideas that they associate with an overriding theme of the story or the story's setting. Students will be making predictions about what they will read about in the text, so it is important that you activate their prior knowledge on a topic that will allow them to make predictions about what might be included in the text.
3. Have students make predictions about what they will read about in the text. Use all available clues, including the index, table of contents pictures, charts, and tables in the text. Ask students to explain how they came up with their predictions. (Do not accept "I don't know" answers.)
4. Have students read a section of the text. Either have student volunteers read aloud, or have students read silently to themselves. If students are reading to themselves, be sure to indicate where students should stop reading. The teacher should predetermine stopping points. They should be points in the text that lend themselves to making predictions. In expository texts, good stopping points are often right after students have read a new heading or subheading in the text.
5. Ask students to confirm or revise prior predictions, and make new predictions. Students should be encouraged to explain what in the text is causing them to confirm and/or revise prior predictions, and what is causing them to make the new predictions they are making.
6. Continue steps 4 and 5 until students have finished reading.
7. When students have finished reading, ask questions that promote thinking and discussion.

Sample questions:

- What is the main point the author is making in this story/article? What supports your answer?
- Do you agree with the author's ideas or the character's actions? Explain why or why not.
- What is the mood of this piece and how does the author develop it?
- What would you tell someone about this article/story if the person did not have time to read it? Source: <http://www.nea.org/tools/directed-reading-thinking-activity.html>

Additional DR-TA resources:

<http://www.readingrockets.org/strategies/drta>

<http://www.adlit.org/strategies/23356/>

[http://www.vdoe.whro.org/early\\_literacy/ER14/ER14.swf](http://www.vdoe.whro.org/early_literacy/ER14/ER14.swf)

### **Additional Resources:**

Welcome to Project DELTA's ESOL (English to Speakers of Other Languages) professional development videos. These videos are intended for teacher-educators in teacher education programs, either with infused content and/or stand-alone coursework in ESOL. The videos were designed in consideration of a two course, ESOL infused teacher education program model, such as the ProTeach program at the University of Florida. However, varied other teacher education programs, institutions of higher education, or local school district professional development (PD) programs in ESOL may find these videos useful to prepare teachers or to reinforce teacher learning in professional learning communities.

Video 1 has two segments. Segment I introduces viewers to the specific considerations of mainstream teachers in K-2 (lower elementary level), inclusive classrooms. The video introduces Kim Cook, a mainstream, first grade classroom teacher with three ELLs in her inclusive classroom. In this video segment, Ms. Cook describes her ELLs and notes that she has one identified ELL with a learning disability. A second ELL is in the process of undergoing identification for learning disability(ies). All three of her ELLs come from Spanish-speaking homes

Segment II builds upon that content and adds teaching strategies and literacy development of ELLs. This segment consists of additional strategies used by Ms. Cook in her elementary, mainstream classroom. It builds upon part one and provides an extended literacy (Big Book) lesson.

<https://education.ufl.edu/project-delta/facilitators-guide/>

For more information, see Project STELLAR <https://education.ufl.edu/stellar/>