

Engaging and Supporting All Learners Conference
August 3, 2016
Cedar Shores Resort, Oacoma, South Dakota

HOW TO TEACH READING TO RECENTLY ARRIVED SECONDARY STUDENTS WITH
LIMITED OR INTERRUPTED FORMAL EDUCATION



Catherine Johnson



NorthCentral
Comprehensive Center

Nebraska • North Dakota • South Dakota • Wyoming

Learning Targets



Understand implications for ELs when instructing with various research-based reading process models

Know how cross language transfer works via a language file

Demonstrate how to teach phonics

Support the transfer of phonics with a bilingual alphabet chart

Other?

Warm Up

How did you learn to read?

How were you trained to teach reading?

Theoretical Foundations of Reading and Implications for ELs

Bottom-Up Reading Process Model: Reading the symbols and sounds of English

Top-Down Reading Process Model: Schematic connections to text

Interactive Reading Process: Reading as a circular process

Language File

Does the sound/phoneme exist in _____?

Does the sound/phoneme exist in Spanish?

SOUND/PHONEME	YES	NO
b	x	
d	x	

How do you teach phonics using authentic text?

Bilingual Alphabet Chart

Use cognates whenever possible:

English letter	English word	Spanish word
Bb	bicycle	bicicleta
Cc	car	carro

Cognate Examples

Spanish

animal (n)

negativo (adj)

estimar (v)

normalmente (adv)

English

animal

negative

estimate

normally

Which set of vocabulary words could speakers of a Romance language already know?

observe, investigate,
estimate

classify, predict, identify

investigate, experiment,
interpret

watch, look, guess

sort, guess, find

probe, test, read

Comments? Questions?

Jane D. Hill

jhill@mcrel.org