

Many English language learners will not automatically see the relevance of the selections they read to their lives. Therefore, *Relating the Reading to Students' Lives* can be extremely important. Thus, for example, if you are in California and your newly arrived Asian students are reading Betsy Byers's "Sam's Storm"—which deals with a boy's bravery when a tornado hits his home in the Midwest—you might point out to your students that, though they are unlikely to experience tornadoes, they may have to deal with earthquakes or floods.

Preteaching Vocabulary and Preteaching Concepts are activities that are related and can be conveniently considered together. We list these two as different activities to contrast two quite different instructional tasks: teaching words that are merely new labels for concepts that students already know versus teaching words that represent new and potentially difficult concepts. With English language learners, it is often difficult for teachers to know when words are new labels for concepts already known and when the concept itself must be taught. For example, a fourth-grade teacher can just about always assume that all her students, including her English language learners, understand the concept of "red," and so teaching the word *crimson* would be giving a new label to a known concept. However, suppose the three English language learners in her class recently arrived from a small pueblo in Guatemala, where they attended two years of school and lived with no running water or electricity. She would probably assume that the word *igloo* represents a known concept for her other fourth graders, but she could reasonably wonder if her English learners would understand that concept, or even those of "snow" and "ice."

When the basic concepts are known, up to half a dozen or so new words can easily and quickly be presented before students read an upcoming selection. When the basic concepts are not known, however, teaching them usually takes a significant amount of time and requires powerful instruction. This generally means that only two or three words representing new concepts can be taught before students read a selection.

We have listed Prequestioning, Predicting, and Direction Setting together because we see them as three methods of accomplishing the same task. With any of them, you are focusing students' attention and telling them what is important to look for as they read. Such focusing is often necessary, because without it students, especially English language learners, may not know what to attend to.

One category of activities that is unique to multilingual classrooms is that of Using Students' Native Language. When the going gets tough—when the gulf between students' proficiency in English and the task posed by the

reading becomes wide and deep—one extremely helpful alternative is to switch to students' native language. You might, for example, present a preview of a book such as Seymour Simon's *Earthquakes* in Spanish. Or you might give your Spanish-speaking students directions for reading *Earthquakes* in Spanish. As we said earlier, we have not included Using Students' Native Language in our lists of during-reading or postreading activities in order to avoid redundancy; it is important to remember, however, that employing students' native language is just as viable an option while they are reading a text or after they have read it as it is before they read. Thus, you might want to give Filipino students a study guide in Tagalog, or you might want to allow Hmong students to sometimes respond to what they read in Hmong.

Even teachers in multilingual classrooms, however, seldom speak Spanish, or Tagalog, or Hmong. That is where Engaging Students and Community People as Resources becomes valuable. In all probability, other students in your class, students in other classes in your school, and people in the community do speak the language or languages spoken by your English language learners. Bringing these children and adults into your classes as resource people has tremendous advantages. The most obvious of these is that they can communicate effectively with your students who are not yet proficient in English. Another advantage is the satisfaction, sense of belonging, and sense of pride that the resource people will get from assisting in your classroom. It is often difficult to convey to parents who are unfamiliar with U.S. schools and may not be that secure in their own English that they are welcome at school, that you really want to work with them to help their children succeed. By bringing such parents into the school as resource people, you convey to them that they are not only welcome, but needed. And again, as is the case with using students' native language, engaging people as resources is just as viable an option while students are reading a text or after they have read it as it is before they read.

With respect to the final prereading activity, Suggesting Strategies, the key word is *suggesting*. SREs are not designed to teach strategies—for example, to teach students how to make inferences or how to summarize a selection. As part of an SRE, however, you may want to alert students when a particular strategy they have already been taught is likely to be useful, perhaps by saying something like, "Because this chapter has a lot of new information, it would be a good idea to write a four- or five-sentence summary of it soon after you've read it."

For information on why you might want to teach strategies even though doing so is not part of the SRE framework, we suggest Michael Pressley's

“What Should Comprehension Instruction Be the Instruction Of?” (Pressley, 2000). For specific information on how to teach strategies, we suggest Graves, Juel, and Graves (2001).

During-Reading Activities

During-reading activities include both things that students themselves do as they are reading and things that *you* do to assist them as they are reading. Like prereading activities, during-reading activities are frequently recommended (see, for example, Aebersold & Field, 1997; Bean, Valerio, & Stevens, 1999; Beck, McKeown, Hamilton, & Kucan, 1997; Ciborowski, 1992; Fountas & Pinnell, 1996; Richardson, 2000; Schoenbach et al., 1999; Wood, Lapp, & Flood, 1992; Yopp & Yopp, 1992). In proposing possible during-reading activities for SREs, we have again attempted to list a relatively small set of categories that suggest a large number of useful activities that will help your students gain more from what they read.

We list Silent Reading first because we believe strongly that this should be the most frequently resorted-to during-reading activity, both for English language learners and for other students. The central long-term goal of reading instruction is to prepare students to become accomplished lifelong readers, and most of the reading students do in life—in the upper elementary grades, in the middle grades, in secondary school, in college, and in the world outside of school—will be silent reading. Although more than practice is required to develop proficient readers, it is both a basic rule of learning and everyday common sense that one needs to practice repeatedly the skill he or she is attempting to master. If teachers choose appropriate selections for students to read and have adequately prepared them to read these selections, then students will often be able to read them silently on their own (see Freeman & Freeman, chapter 2, and Krashen, chapter 3, in this volume).

For English language learners, choice of material—including, whenever possible, ensuring that the reading level of the material matches the reading level of the learner—and your support, including adequate preparation, are especially important keys to a successful silent reading experience. It is also important for teachers to keep in mind that some English learners are more proficient at reading than at listening.

Reading to Students can serve a number of functions. Hearing a story or expository material read aloud is, to begin with, a very pleasurable experience for many children and also serves as a model of good oral reading. Reading the first few paragraphs of a piece to students can help ease them

into the material and can serve as an enticement to read the rest of the selection on their own. Reading to students can make texts that might otherwise be inaccessible to them quite accessible. And finally, some texts really come alive when they are read aloud. In these instances, reading aloud, or playing an audiotape for the same purpose, may be particularly appropriate. The power of Martin Luther King, Jr.'s "I Have a Dream" speech, for example, is certainly better grasped when listening to an actual recording of the speech than when reading the material silently. Many English language learners at more advanced levels also find audiotapes useful because they can replay sections to better hear and understand what is being said. Of course, reading some or all of the text to your English learners in their native language or having more advanced students or other resource people do so is another option.

Guided Reading refers to a broad range of activities that you use to focus students' attention on particular aspects of a text as they read. Guided Reading can be used to assist students in such thought-demanding activities as selecting main ideas, focusing on specific themes, and forming generalizations. Guided Reading often begins as a prereading activity, perhaps with your setting directions for reading, and is then carried out as students are actually reading. For example, in order to help students understand ethnic stereotypes, you may have them jot down some of the adjectives used to describe individuals of different ethnicities as they read and compare two articles on the same current event written in *Ebony* and *Newsweek*. Such activities can help students really learn from their reading.

To be sure, one long-term goal of schooling is to enable and motivate students to read without your assistance. Thus, with less challenging selections or as students become increasingly competent over time, your support can be less specific and less directive and perhaps consist only of a suggestion: "After reading this chapter, I have a suggestion for you. Try reading it with a partner and stopping after each section to take notes. This should help you understand and remember the material better."

Oral Reading by Students is a relatively frequent activity in some classrooms but a much less frequent one in others. As we previously mentioned, most of the reading students will do throughout their lives is silent reading. Nonetheless, oral reading has its place. Oral reading is needed in the early stages of play production, when children can select their parts and practice them by reading orally in pairs. Poignant or particularly well-written passages of prose are often particularly appropriate for oral reading. Reading orally can also be helpful when the class or a group of students is studying a passage and trying to decide on alternative interpretations or on just what is

and is not explicitly stated in the passage. Students often like to read their own writing orally. And finally, oral reading offers you some direct insights into students' reading proficiency. Thus, while oral reading need not be a frequent activity, it can be a useful one and something to include among the many alternatives you offer students.

At the same time, we strongly recommend that oral reading in front of classmates be reserved for those English language learners whose English reading fluency is well developed. For English learners who do not yet read English fluently, oral reading in front of peers can be a difficult and even painful experience. Many second-language speakers, especially adolescents, are very self-conscious about pronunciation. Consequently, reading orally in front of peers can be a risky situation for many English learners.

When English learners do read orally, it is usually best to deemphasize pronunciation. Instead, as students are learning to read English, support their movement toward understanding what they read. Many English learners also move through a "silent period," a phase during which they can understand somewhat but choose not to make an effort to speak (Terrell, 1981). Teachers should expect students in such a silent period to continue to learn and grow, but they should also respect that many students need to have time to gain more confidence and realize that others in the classroom will support and encourage their oral language growth.

Finally, Modifying the Text is sometimes necessary to make the reading material more accessible to students. This can be especially true for English language learners in the early stages of their English development. For example, if a chapter in a social studies or science textbook is particularly lengthy and contains many concepts that will be new to students, you might want to select parts of the chapter to be read. For some English learners, you might even rewrite the text to simplify it, perhaps creating an outline-like version for them to read—although this is not something most teachers have the time to do very often.

Another way to modify the text is to draw a pictorial or graphic representation of the main ideas and ask students to examine these representations. Or you, or a resource person, might modify a text by substituting a version in a student's native language for the English version. Still another means of modifying a text is to find an alternative text that better matches your students' proficiency. Suppose, for example, some of your eighth-grade English learners have difficulty reading the history text your class is using; you may want to have them read a parallel chapter from a fifth-grade history text instead. There may be other times when you feel that your textbook's treatment of a topic is

inadequate, and you need to find supplemental readings to help develop your students' understanding. Each of these cases represents an example of modifying a text to increase the possibility that your students will have a successful reading experience.

Postreading Activities

As is the case with prereading and during-reading activities, postreading activities serve a variety of purposes. They provide opportunities for students to synthesize and organize information gleaned from reading a text and to understand and recall important points and details. They provide opportunities for students to evaluate information and ideas, the author's stance, their own stances, and the quality of the text itself. They provide opportunities for students to respond to a text in a variety of ways: to reflect on the meaning of the text, to compare differing texts and ideas, to imagine themselves as one of the characters in the text, to engage in a variety of creative activities, and to apply what they have learned within the classroom walls and in the world beyond the classroom. You can also use postreading activities to evaluate your students' understanding and responses.

Not surprisingly given their many functions, postreading activities are recommended widely (see, for example, Aebersold & Field, 1997; Alvermann, 2000; Bean et al., 1999; Ciborowski, 1992; Fountas & Pinnell, 1996; Gambrell & Almasi, 1996; Schoenbach et al., 1999; Wood et al., 1992; Yopp & Yopp, 1992), and in most classrooms they are used very frequently. In proposing possible postreading activities for SREs, we have again attempted to list a relatively small set of categories that suggest a large number of useful activities.

Questioning, either orally or in writing, is a frequently used and frequently warranted activity. Some teachers use questions almost exclusively as a means of assessing students' understanding. Although this is one valid use of questions, it is important to realize that questioning can serve many other instructional functions as well. Questions can encourage and promote students' higher order thinking, and they can nudge students' interpretations, analysis, and evaluation of the ideas created and gleaned from reading. Questions also can elicit creative and personal responses—when you ask, for example, “How did you feel when...?” or “What do you think would have happened in the experiment if...?” Of course, teachers are not the only ones who should be asking questions after reading. Students can ask questions of each other, they can ask you questions, and they can ask questions they plan to answer through further reading or by searching the Internet.

Discussion, whether it is in pairs or small groups or involves the entire class, is also very frequent and often very appropriate. Discussions can be powerful learning experiences for English language learners, but only if such learners feel comfortable and safe in the group and are able to take risks with their developing language. When a discussion activity is well structured, it reinforces the main points of the material, thereby helping students who may have had difficulty understanding some of the basics of the material. Discussion gives the teacher an opportunity to extend and raise the level of all students' thinking about the material; equally importantly, it gives students opportunities to offer their personal interpretations and responses to a text and to hear those of others. Discussion is also a vehicle for assessing whether or not reading goals have been achieved: to evaluate what went right about the reading experience, what went wrong, and what might be done differently in the future.

Building Connections is a tremendously important part of making reading meaningful for students. Only by helping students build connections between the ideas they encounter in reading and other parts of their lives can we ensure that they come to really value reading; read enough so that they get to be really proficient readers; and create, remember, and apply important understandings from reading. In multilingual classrooms, connections that would be automatically made by native speakers may have to be explicitly pointed out.

Several sorts of connections are important: relating the material to students' lives, relating it to current issues, and relating it to previously learned material. For example, after a group of Somali youngsters living in New York City read a description of the daily life of children in a small town in the Midwest, they might compare these children's daily lives to their lives in New York and their lives in Somalia.

Writing is a postreading task that probably should be used more frequently than it is. In recent years, there has been a good deal of well-warranted emphasis on the fact that reading and writing are complementary activities and ought often to be dealt with together. Writing can be used to help students discover and learn ideas, understandings, and their own responses; to reinforce concepts gleaned and created during reading; and to assist later recall of those ideas, understandings, and concepts.

Writing can be particularly useful for assisting English language learners, especially those in the earlier phases of English development. When teachers consistently use writing as a means of instruction, students are often more comfortable responding in writing than they are responding aloud. Also, for

those in the early phases of English learning who have some native-language writing facility, allowing and encouraging writing in the native language is extremely beneficial. Of course, if the teacher cannot read or speak the students' native language, she or he must rely on the students' own incentives and accuracy. Even though this situation is less than optimal, writing without feedback is more beneficial than not writing at all. To make writing more feasible for students with minimal English skills, you may sometimes have to ask students to simply copy words or short parts of the text that the class is reading until they gain more proficiency.

Drama offers a range of opportunities for students to get actively involved in responding to what they have read. By drama, we refer to any sort of production involving action and movement: Short plays, skits, and pantomimes are among the many possibilities. Drama often affords English language learners special possibilities for learning and participating in class, because ideas and concepts in reading materials become more evident through facial expressions, gestures, and other movements. Additionally, practicing the lines of a play is likely to be a nonthreatening and fruitful way of building fluency.

Artistic, Graphic, and Nonverbal Activities constitute additional possibilities for postreading endeavors. In this broad category, we include visual art, graphics, music, dance, and media productions such as videos, slide shows, and audiotapes, along with constructive activities that you might not typically think of as artistic—often graphics of some sort, such as maps, charts, timelines, family trees, symbols, diagrams, and the like. Other possibilities include constructing models or bringing in artifacts that are somehow responses to the selected reading.

Artistic and Nonverbal Activities are particularly useful because they are fun, they may be a little different from typical school tasks, and they provide opportunities for students to express themselves in a variety of ways, thus creating situations in which students with various levels of English proficiency can excel. This is not to say that such activities are frills, something to be done just to provide variety. In many situations and for many students, including English learners, artistic and nonverbal activities offer great potential for learning information and for responding to what they have read.

Under Application and Outreach Activities we include both concrete and direct applications, such as conducting a survey after reading about simple survey methods, and less direct ones, such as having students work together to change some aspect of student interaction in your classroom after reading about summits and councils on racial tensions in the United States. We also include activities that extend beyond the campus. For instance, English language

learners might interview their older relatives to see if things in their native country were actually the way they are described in the text they read in class. Obviously, there is a great range of application and outreach options.

We include Reteaching as the final postreading activity as a reminder that it is often needed. No matter how well you plan, or how sturdy a scaffold you construct for students, some students may not succeed as fully with a reading selection as they need to. When it becomes apparent that students have not achieved their reading goals or the level of understanding you deem necessary, reteaching is often in order, and the best time for reteaching is usually as soon as possible after students first encounter the material. In some cases, reteaching may consist simply of asking students to reread parts of a selection. In other cases, you may want to present a minilesson on some part of the text that has caused students problems. And in still other cases, students who have understood a particular aspect of the text or resource persons who speak the various languages spoken in your multilingual classroom may assist English language learners in achieving full understanding.

Sample SREs for Multilingual Classrooms

In this section, we will consider three SREs. The first is for the simplest situation a teacher in a multilingual classroom faces, one in which the reading task is readily manageable for both the native English speakers and the English language learners in the class. This situation requires a simple SRE and only one version of it. The second SRE we describe here is for a more challenging situation, one in which the reading task is fairly demanding for both the native English speakers and the English learners. This requires a more complex SRE, but still only one version of it. The third SRE we describe is for a still more challenging situation, one in which the reading task is somewhat demanding for native speakers and very demanding for English learners. This requires a still more complex SRE—a differentiated one in which some students engage in activities that others do not.

A Simple SRE for an Easy Narrative

Suppose that you are working in a class of 30 fifth graders that includes six English language learners, four of whom speak Spanish as their native language and two of whom speak Vietnamese. Suppose further that these six students have been in your school since kindergarten, that their conversational

English is quite good, and that the class is somewhat unusual in that all 24 native speakers are strong readers. The class is reading a straightforward and engaging narrative, Andrew Clements's award-winning *Frindle* (1998), and your primary purpose in having them read the story is simply that they enjoy this thought-provoking yet fast-paced, humorous tale. As a matter of fact, you deliberately picked this story because you thought that both your English learners and your native English speakers could handle it quite well. In this case, none of your students needs an elaborate SRE. Prereading instruction might consist of only a brief motivational activity; the during-reading portion of the SRE might consist entirely of students' reading the novel silently; and the postreading portion might simply involve their voluntarily discussing the parts of the story they found most humorous or interesting. So the SRE for *Frindle* would look like this:

Prereading:	Motivating
During-reading:	Silent Reading
Postreading:	Optional Small-Group Discussion

The SRE for *Frindle* is brief—because neither your students, the story itself, nor their purpose for reading the story requires a longer or more supportive SRE.

A More Substantial SRE for a Social Studies Text

Suppose that you are again working with this same class of fifth graders—a class that includes six English language learners whose conversational English is quite good—but this time you are working on social studies. The class is reading the first chapter of Michael L. Cooper's *Indian School: Teaching the White Man's Way* (1999), and their goal is to learn the most important information presented in this chapter. In this situation, you might provide prereading instruction that includes a motivational activity, the preteaching of some difficult vocabulary (e.g., *interpreter* and *proposition*), and a prequestioning activity in which students pose who, when, where, what, how, and why questions that they expect to be answered in the chapter. For the during-reading portion of the lesson, you might read part of the chapter orally and then have students read the rest of it silently, looking for answers to their questions. Finally, after students have finished the chapter, they might break into discussion groups of three or four and answer the questions they posed during pre-reading. After this, the groups might come together as a class and share their