

Chapter 4

New Teacher Spotlight: Using the Cloze Procedure

Shared reading is a fertile space for demonstrating and inviting students to engage in reading practices that will support their comprehension and ability to read independently. The cloze reading strategy develops an understanding of both letter-sound relationships and meaning. To prepare for the lesson, strategically delete or cover with sticky notes a few key words in a text, such as a poem, a paragraph from a fiction or nonfiction book, or a text that you create on your own. Then display the text for the whole class to see. See example below.

“Make sure you wash your hands,” said the teacher. “It is snack time. Today we are having apples and pretzels.”

“Make sure you wash your _____,” said the teacher. It is snack time. Today we are having _____ and pretzels.”

Then guide the children in figuring out words that would make sense. If necessary, reveal some initial letters or end letters, so students can combine their knowledge of letters and sounds with meaning to arrive at words that work in the sentences. To do this effectively, the children need to pay attention to syntax and meaning. The cloze procedure also forces them to pay attention to context clues, to predict, and to ask themselves, “Does it make sense?” It positions them to become active readers whose main focus is to construct meaning. For emergent bilinguals, this procedure can be adapted by supporting students’ understanding of the text through dramatization and/or using the students’ language resources. For example, you can act out washing your hands and show students pictures of each step and of what they will have for a snack. Then accept all meaningful answers from the students.

New Teacher Spotlight: Planning for Guided Reading by Getting to Know Your Emergent Bilingual Students

All good teaching begins with knowing your students across multiple dimensions. Planning for guided reading means understanding your students as readers. For guided reading, teachers typically select a group of children that have similar needs, interests, or challenges in reading. Within a translanguaging framework, it is also important to think about how students can be grouped according to their language resources and experiences. For example, one group may be selected because they

are all at the beginning stages of acquiring English and are reading at a similar level.

Knowing your emergent bilingual readers means understanding each of them as a reader across languages. It matters that you know the whole child and that the whole child is invited to the reading event, which means she or he needs to have an opportunity to use his or her entire linguistic repertoire in reading instruction. For all teachers, but for bilingual teachers in particular, it is important to think about the whole child as a reader rather than thinking of the child as a reader of English and a reader of another language. Ask yourself:

- In what named language does the child read at school and out of school?
- What language practices and resources does the child use when talking about books?
- In what ways does this child demonstrate reading skills across named languages?
- What are this child's skills in reading across the two named languages?
- Because reading has language-specific qualities, you can also ask yourself, "How does the child's language learning impact the child as a reader?"

Based on your observations of the child, you can begin to develop a holistic portrait of the child as a reader and think about the reading skills and habits he or she has and the skills and knowledge he or she needs to engage deeper into the reading process.