

# LA 5.5 Center 4: Modeling Good Reading Strategies



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of first and second language acquisition in teaching literacy.</p> <p>Employ theories of first and second language acquisition in teaching content area subjects.</p> <p><b>Assessment: 25 pts.</b></p> <p><b>TA: 25 Minutes</b></p>	<p>Teachers can design and implement instruction in their content that builds ELs skills in doing what good readers do.</p>	<p>Students have learned about defining content and language objectives, supporting the development of academic language, Literacy guidelines for ELs, and developing literacy focused classrooms. They are now ready to deepen their understanding about supporting their students reading skills.</p>

## Instructions

1. You watched AVG 5.1 as part of your homework. Work in your group to make a list of what good readers do based on the video you watched and your own experiences.
2. Review the summary of [Increasing ELL Student Reading Comprehension with Non-Fiction Texts](#)
3. Select a place in your unit where you could model for students what good readers do to build comprehension
4. Plan a mini-lesson embedded in your Unit Plan where you will model using the strategy of talking aloud as you read a segment of the text you have assigned with your students (Use these ideas on increasing [Depth of Knowledge \(DOK\)](#)):
  - This will include modeling using a segment of the text.
  - Asking students to try out what good readers do on the next segment of the text you assign (about a paragraph).
  - After they read, ask students to report on their efforts.
  - Identify for your students places in your lessons (past or this unit) where you have used strategies to support them in their reading and in developing their skills as readers. Ask them how it helped.
5. Review your readings for this Unit Plan and identify other places where you could prompt students to use the actions of good readers such as
  - strategies to comprehend, make predictions, make connections (explicit and concrete)
  - text to self, text to world, text to text,
  - visualize—create mental pictures,
  - ask questions to help them understand,
  - figure out most important information in the text, or
  - summarize what they read.



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