

# Extensive Reading in Secondary ELL Classes

The primary consideration in all reading instruction should be for students to experience reading as pleasurable and useful. Only then will they be drawn to do the reading they must do to become fluent readers. And only then will they develop an eagerness to learn new skills to help them become better readers.

-- Julian Bamford & Richard Day (1997, p7)

Brenda Johnston  
English and ELL Teacher, New Westminster Secondary School  
[bjohnston@sd40.bc.ca](mailto:bjohnston@sd40.bc.ca)



# Extensive Reading Top 10

by Richard Day & Julian Bamford

1. The reading material is **easy**.  
Easy books build speed. → Speed builds fluency. → Fluency builds understanding
2. There's a wide **variety of material** on a wide **variety of topics**.  
We read different things, in different ways, for different reasons.
3. **Learners choose what they** want to read.  
Interest leads to understanding. And to more reading.
4. Learners read **as much as possible**.  
Probably in class. Definitely outside of class.
5. The purpose is usually **pleasure, information** and **general understanding**. Just like reading in everyday life.
6. **Reading is its own reward**.  
We are teaching the "joy of reading." It shouldn't always be a test.
7. Reading speed is **fast**. The need for speed = fluency.
8. Reading is **individual** and **silent**.  
Most reading, in and out of class, is on one's own and silent.
9. **Teachers guide** their students.  
Extensive Reading is different from what many learners have experienced before.  
We need to show them how and why.
10. The teacher is a **role model**.  
"Reading is caught, not taught."

## **Role of Extensive Reading in Developing Fluent Second Language Readers**

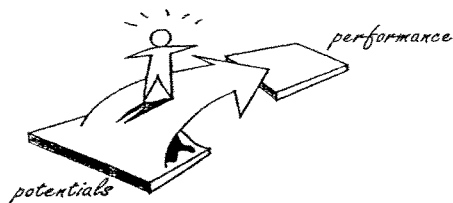
Fluent reading depends upon --

- The development of sight vocabulary
  - Overlearning words to automaticity
  - Materials at “*i minus 1*” where “*i*” is the student’s current level of acquisition
  
- The development of general vocabulary knowledge
  - Larger vocabulary = better comprehension
  - Incidental learning from context
  - Read masses of varied and interesting *i minus 1* material
  
- The development of different knowledge types
  - Comprehension depends on this
  - Linguistic, world and topical knowledge

(Day and Bamford pp16-19)

### **Affect**

Students often find the learning of second language reading to be difficult and stressful. Through extensive reading, the positive attitudes and strong motivation to read in the second language can be developed, transforming the whole undertaking of learning to read.










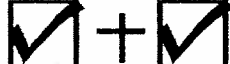
## Four Kinds of Readers:

- levels of reading behaviour

<b>4. Reflective readers</b>	<p>These readers are strategic about their thinking and are able to apply strategies flexibly depending on their goals or purposes for reading. According to Swartz and Perkins, they also "reflect on their thinking and ponder and revise their use of strategies".</p>
<b>3. Strategic readers</b>	<p>These readers use the thinking and comprehension strategies to enhance understanding and acquire knowledge. They are able to monitor and repair meaning when it is disrupted.</p>
<b>2. Aware readers</b>	<p>These readers realize when meaning has broken down or confusion has set in, but who may not have sufficient strategies for fixing the problem.</p>
<b>1. Tacit readers</b>	<p>These readers lack awareness of how they think when they read.</p>

adapted from Swartz & Perkins 1997

# S.M.A.R.T. Eight Comprehension Strategies

<p><b>What I know</b></p> 	<p><b>1. Using existing knowledge to make sense of text</b></p> <ul style="list-style-type: none"> <li>Refer to personal experience, activate prior knowledge of the content, style, structure, as well as the strategies or learning processes they are using. Develop the habit of reflecting on what is already known before reading. Activating prior knowledge is often linked to developing predictions about the text content before reading.</li> </ul>
<p><b>Connections</b></p> 	<p><b>2. Making connections between new information and that which is known</b></p> <ul style="list-style-type: none"> <li>Activate text to self (“This reminds me of a personal experience...”), text to the world (“This reminds me of something in the world ...”), and text to text connections (“This reminds me of something in another text ...”)</li> </ul>
<p><b>Questions</b></p> 	<p><b>3. Asking questions about the text before, during, and after the reading</b></p> <ul style="list-style-type: none"> <li>Wonder about content, concepts and outcomes, question the author, question the ideas and information, and design inquiry</li> <li>Twists on questioning: what questions might your teacher ask about the information? What was the author trying to convince you to believe? What else should the author have explained if (s)he wanted you to understand the ... (short story, passage, chapter)?</li> </ul>
<p><b>Images</b></p> 	<p><b>4. Creating images of the text in their minds</b></p> <ul style="list-style-type: none"> <li>Generate pictures which include sensory details (sounds, textures, scents, movement, feelings), and they imagine as they read</li> <li>When you mentally “see” an image or “hear” a sound, you are reactivating or reconstructing the neural pathways that were formed when you first experienced the stimulus.</li> </ul>
<p><b>Infer</b></p> 	<p><b>5. Drawing inferences from the text before, during and after reading</b></p> <ul style="list-style-type: none"> <li>Predict outcomes and events; identify messages; draw conclusions; surface, refine, and reflect on underlying themes</li> </ul>
<p><b>What's Important</b></p> 	<p><b>6. Determining what is important in text</b></p> <ul style="list-style-type: none"> <li>Sift important ideas from rich details, choose what to remember, weigh evidence, set priorities, isolate variables</li> <li>Summarize key points, identify levels of importance in text, prioritize, emphasize the importance of substantiating what is important.</li> </ul>
<p><b>Big Ideas</b></p> 	<p><b>7. Synthesizing information to create new meaning before, during and after reading</b></p> <ul style="list-style-type: none"> <li>Synthesis is the combing of multiple sources of information in a coherent fashion, summarizing key features. Synthesis requires some analysis.</li> <li>They anticipate from textual clues and generate informed hypotheses; take stock of meaning while reading; use parts to see the whole; read for the ‘gist’; generate emerging understandings; merge what is known with new information to form a new idea, perspective or insight; revise and refine thinking.</li> </ul> <p>Listeners and readers analyze a speaker’s perspective or stance on an issue, analyze and evaluate plot lines in short stories and novels (too outrageous, believable, imagined), and analyze assertions in an informational text (accurate, supported, reasonable).</p>
<p><b>Check and Recheck</b></p> 	<p><b>8. Monitoring and repairing comprehension throughout the reading process</b></p> <ul style="list-style-type: none"> <li>Check and recheck understandings, stop and reread for clarification, read on to construct meaning, examine evidence, use all of the above strategies to check and extend meaning, reflect and set goals for further reading.</li> </ul>

Allington, 2001; Fielding & Pearson, 1994; Ogle, 1986; Harvey & Goudvis, 1999; Levine, 2002, 2001; Lyon, 1988; Braunger & Lewis, 1997; Anderson & Pearson, 1984; McCabe & Peterson, 1991; Nagy, 1988; Tierney & Cunningham, 1984; Pressley, 2002, 1998; Worthington, 2002; Siegel, 1999.

# ESL Independent Reading Program

Note: This lesson plan has to be modelled by the teacher for about two weeks before students do it independently. All ESL classes would have an independent reading programme using the comprehension strategies listed on the Reading Fluency Log. Beginner classes may use the shorter version of IQS to avoid confusion for students.

## Resources

Reading Fluency Log Sheet - word or picture version / full version or IQS version  
Youthink or EPER Library Books

## Lesson Plan

### 1. Connecting to the Text (15 min)

Provide title, pictures, two sentences and/or a paragraph.

- a. Independent thinking (5 min)
- b. A/B Partner Share (5 min)
- c. Class Share (5 min)

### 2. Processing the Text (40 min)

- a. Read the passage (15 min)  
Create the movie in your mind as you read the text. Break it into FRAMES of each scene and note specific details. Then, try to relate the frames backwards and forwards.
- b. Record your IQS (Image-Question-Synthesis) (15 min)  
Images of each scene  
Questions about meaning of text and writer's purpose  
eg 3rd frame: car accident  
1st frame: pouring rain  
2nd frame: speeding red car  
therefore, two possibilities for cause of accident  
Synthesis of intended meaning of writer and understanding of reader  
eg 8th frame: sickness of driver of car (epilepsy)
- c. A/B Partner Share (10 min)

### 3. Transformation of the Text

Write a paragraph (or a sentence) explaining the causes of the accident.

### 4. Reflection (5-10 min NEXT class)

How did the process of IQS help you to see the writer's purpose?

DEAN, JOHNSTON + PEMBERTON

# Extensive Reading Guidelines

1. We learn to read by reading.

2. Goals: to develop a large sight vocabulary  
to read at an appropriate rate  
to read for meaning  
to read without stopping to look up words in a dictionary  
to have a positive attitude toward reading in English

3. Assignments:

- \* Weekly Reading Diary
- \* SMART Reading Fluency Log
- \* Reaction Report
- \* Daily Reading Task / Oral Reports

4. Procedure:

- read a lot of easy texts, quickly
- read for 95% accuracy
- avoid texts with more than 4 or 5 unknown words per page
- do not use a dictionary -- record words to be looked up later  
(only a few)
- correctly complete the Weekly Reading Diary, daily
  - \* read non-school materials for at least 15 minutes per day, five days a week
  - \* underline the titles of books, anthologies, magazines, newspapers and web pages
  - \* put quotation marks around the titles of articles and stories in anthologies
  - \* include the date published for magazines and newspapers
  - \* record the numbers of the pages read

Extensive Reading  
**Weekly Reading Diary**

name: \_\_\_\_\_

<b>Date</b>	<b>Material</b>	<b>Target: _____ per day</b>
Monday		I read for  minutes
Tuesday		I read for  minutes
Wednesday		I read for  minutes
Thursday		I read for  minutes
Friday		I read for  minutes
Saturday		I read for  minutes
Sunday		I read for  minutes



Extensive Reading  
**Weekly Reading Diary**

name:     **Jane Smith**    

Date	Material	Target: <u>15 min. per day</u>
Monday		I read for
<b>Jan. 31</b>	<b><u>Justice</u> pages 1- 6</b>	<b>15</b>  minutes
Tuesday		I read for
<b>Feb. 1</b>	<b><u>Justice</u> pages 7-18</b>	<b>20</b>  minutes
Wednesday		I read for
<b>Feb. 2</b>	<b><u>Justice</u> pages 19 - 30</b>	<b>15</b>  minutes
Thursday		I read for
<b>Feb. 3</b>	<b><u>Justice</u> pages 31- 48</b>	<b>20</b>  minutes
Friday		I read for
<b>Feb. 4</b>	<b><u>Youthink</u>                    January 2005 Movies: "Water"   "Syriana: What <i>is</i> the Price of Oil?" pages 42 + 44</b>	<b>20</b>  minutes
Saturday		I read for
<b>Feb. 5</b>	<b><u>Justice</u> pages 49 - 68</b>	<b>30</b>  minutes
Sunday		I read for
<b>Feb. 6</b>	<b><u>Youthink</u>                    January 2005 " Teens helping teens"   page 8</b>	<b>15</b>  minutes

What I know



# S.M.A.R.T. reading

Name: \_\_\_\_\_

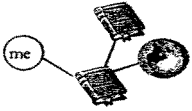
## Fluency Log

Date: \_\_\_\_\_

Title: \_\_\_\_\_

My goal for today is \_\_\_\_\_

Connections



Before reading

Questions



Images



Infer



A/B talk

What's Important



Big Ideas



A/B talk

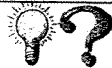
Check and Recheck



Talk



New ideas ...



Reflecting

I noticed:

Next time I will:

Reflect



Set a Goal



What I know



Connections



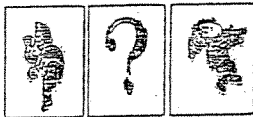
Questions



Images



Infer



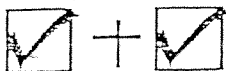
What's Important



Big Ideas



Check and Recheck



Talk



Reflect



Set a Goal



# S.M.A.R.T. reading

Name: \_\_\_\_\_

## Fluency Log

Date: NOV. 2005

Title: Chance of a Lifetime  
My goal for today is to put myself in the main character's view

to understand their feelings well.

Before reading maybe this book is about a girl who travels around. This is what I think because there are lots of people around her, and a bus saying GLOBAL TOURS. Maybe she will learn about herself more.

**I** To Helen  
Helen got a new job!!  
From Jill  
SHE HAD TO TALK TO JILL ABOUT IT, AND THAT MADE HER FEEL BETTER!  
From Jill  
Helen got a call from her boyfriend Tom, and she got a bad news.  
**Be TRUE To Yourself**

**Q**  
-Why does Helen's boyfriend (Tom) have to work in Australia? Can't he get a job in Wales? or in Scotland?  
-Is Helen mad at Tom?  
-Did Tom forget about Helen? or does not care about her anymore?

**S**  
-If you love somebody, then you should not stay away from who you love because as you move away, they will not think about you as much as they did. They might forget you.  
A/B talk

CHUNK 1  
chapter 1-3

**I** EUROPE (PARIS)  
GLOBAL TOURS  
Told one INC. of the guy to carry the case for her.  
Helen got a job & she is doing the guide for people who is visiting Europe.  
Heavy case for ANGELA!  
mean to the other people  
Always sad, mad, or GRUMPY

**Q**  
-Why is Angela so mean to people, and especially to Helen?  
-Is Angela using the other people just because she wants to have a better tour, for example, tell them to carry her case?

**S**  
-If you use the other people for the comfort, you might enjoy it right at that moment, but as soon as the other people notice that you are using them, and leave you, then you will realize that is wrong.  
A/B talk

CHUNK 2  
chapter 4-6

**I** Vic Mary (SWITZERLAND)  
Helen thinks he is cute, but then later she realizes that she should not have a feeling for him.  
Helen is a good guide  
Vic is interested in what Vic was saying!  
Karen  
Somebody stole her passport; the reason why she was late.  
Because he thinks Helen is a good guide

**Q**  
-When did Karen's passport and bag get stolen?  
-Why was Mary so interested in Vic's job offer to Helen?  
-Who does Vic like? Helen or Angela? Sometimes he is nice to Helen only, but the other time to Angela only.

**S**  
-Show the other people what you are actually saying, or what you actually mean because if you are kind of in the middle, the other people will not be able to understand what you mean.

CHUNK  
chapter 7-9

New ideas ...  
Actually, if you are far apart from who you love, you might forget about them, or at least you will not love them as much as you did. In this story Tom kind of forgot about Helen, and even though they are boyfriend and girlfriend they live in a different country.

Reflecting  
I noticed: When I put myself into the main character's view, I was so mad at Angela because how she acts. She is so rude, and mean to the other people. I understood how Helen felt very well.  
Next time I will put myself into the character's shoes to understand their feelings.

# Daily Reading Task

This encourages learners to read each day because they know they will be required 3-5 days per week to talk about the book they are reading. It also practices terminology and reading skills (eg prediction, inference) while getting the learners talking. I often have pairs of students read the same book for the first 2-4 weeks so they can help and support each other.

1. Learners are provided with a task written on the whiteboard. The terms used in the task (eg protagonist) are defined by the class with teacher writing the meanings on the board.

Examples:

Tell your partner the title and author of your book.

Tell your partner about the protagonist of your book.

Identify the chronological setting of your novel.

Identify two character traits of the protagonist in your novel.

Identify something the protagonist did that surprised you, and explain why it had that effect.

2. Learners talk to a partner, practicing what they will report to the class. The teacher provides sentence stems on the whiteboard and possibly a sample response.

Examples:

The title of my book is \_\_\_\_\_. The author is \_\_\_\_\_.  
or

I'm reading \_\_\_\_\_ by \_\_\_\_\_.

The protagonist of my book is \_\_\_\_\_. He / She is \_\_\_\_\_.  
(a piece of information about the character is provided by stronger students.)

or  
The protagonist is \_\_\_\_\_ because \_\_\_\_\_.  
(explains how he knows that character is the protagonist)

My novel takes place in \_\_\_\_\_. I know this because \_\_\_\_\_.

I was surprised when \_\_\_\_\_ because \_\_\_\_\_.

3. The teacher circulates around the classroom, helping students who are stuck and asking students to say their answers. Learners can also share with another pair.
4. The same or the next day all learners are asked to stand. Learners are called on to say their response to the whole class. To save time, only one partner of a pair may be called on (the tallest, the oldest, etc.); the other is usually happy to sit down. The teacher may choose to rephrase students' responses, having the student speaking repeat the rephrased response.

1. What was this book about?

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2. Tell me what you knew about the topic before you read this book.

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3. What questions do you have about the story?

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4. Tell me in as much detail as you can, the images that came into your thinking as you were reading the story.

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5. Explain to me why you chose this book.

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**Strategies**

6. Explain what you did to help yourself understand the book.

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7. What else might you have done?

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8. What did you do when you came to a difficult word?

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**E.P.E.R. Reading  
Reaction Report**

**your name:** \_\_\_\_\_ **block:** \_\_\_\_\_

**title:** \_\_\_\_\_

**author:** \_\_\_\_\_

**publisher:** \_\_\_\_\_

**I read \_\_\_\_\_ pages of \_\_\_\_\_ total pages in the book.**

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**How did you like the book? (Circle one.)**

- \*\*\*\* Great! (I loved it.)**
- \*\*\* Good (I liked it.)**
- \*\* OK (I didn't mind reading it.)**
- \* Boring / Silly (I wish I hadn't read it.)**

**Show your feelings in words or pictures.**

## **INSTRUCTIONS:**

As you choose a topic, think about the **QUESTIONS** in your IQS that you have asked about the writer's **PURPOSE**. Also, think about your **SYNTHESIS** or the writer's meaning you came up with.

1. Choose a topic.
2. **ALWAYS** give **REASONS** and **EXAMPLES** from the text to support your opinions.
3. **DO NOT** only **RE-TELL** the story or article.

## **Possible topics:**

### **Fiction**

#### **CHARACTER**

- a. Explain why the main character acted in a certain way and what you would have done differently.
- b. Write a journal entry or a letter from a character's point of view.

#### **SETTING, ATMOSPHERE AND MOOD**

- c. What are the main settings in the story, and how do they contribute to an exciting or a boring mood?

#### **THE WRITER'S IDEAS, PURPOSE and/or THEME**

- d. What is the writer's purpose in this story, and who would benefit from reading it?
- e. Compare and contrast the theme of this story with another story you have read. How are they similar and different?
- f. Rewrite the ending as you would have liked it to turn out. How would this new ending change the writer's purpose?
- g. Write about how the theme of this story has changed your thinking about people, places, or ideas.

### **Nonfiction**

- h. Write about how you agree OR disagree with the writer's message or purpose in the article or book.
- i. What is the writer's purpose in this article or book, and who would benefit from reading it?
- j. Write about how the theme of this article or book has changed your thinking about people, places, or ideas.
- k. Explain how the writer's message connects to your life.
- l. Write about two aspects of the writer's view that are confusing for you, and explain why.

## Reading Report Sheet

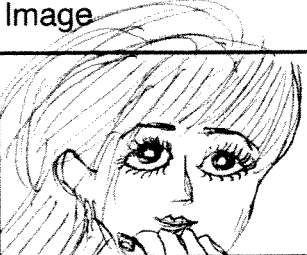
Date and Title of Book	Image
Date: _____ Title: _____	
Two Questions	Three Important Facts
1. _____ 2. _____	1. _____ 2. _____ 3. _____


Date and Title of Book	Image
Date: _____ Title: _____	
Two Questions	Three Important Facts
1. _____ 2. _____	1. _____ 2. _____ 3. _____


Date and Title of Book	Image
Date: _____ Title: _____	
Two Questions	Three Important Facts
1. _____ 2. _____	1. _____ 2. _____ 3. _____



# Reading Report Sheet

Date and Title of Book	Image
Date: <u>17/12/2013</u> Title: <u>Famous Canadians from the N.W.T</u>	 Margot Kidder
Two Questions	Three Important Facts
1. <u>How old was Ethel Blondin-Andrew when she became famous?</u> 2. <u>Where is Mackenzie Delta area?</u>	1. <u>Nicholas Sibbeston was born in Fort Simpson.</u> 2. <u>Nellie Cournoyea is a politician.</u> 3. <u>Georges Erasmus helped Aboriginal People to have better lives.</u>

Date and Title of Book	Image
Date: <u>Conflict Resolution</u> Title: <u>15/1/2014</u>	
Two Questions	Three Important Facts
1. <u>What should we do if the person doesn't understand us?</u> 2. <u>What if a law is not right?</u>	1. <u>Sometimes people in conflict need help.</u> 2. <u>We must walk away from some conflicts.</u> 3. <u>People can learn to resolve conflict peacefully.</u>

Date and Title of Book	Image <u>The Bluenose had sails</u>
Date: <u>15/1/2014</u> Title: <u>The Bluenose</u>	
Two Questions	Three Important Facts
1. <u>how long did it take to built schooner?</u> 2. <u>What kinds of fish did bluenose take more from Grand banks?</u>	1. <u>The mainsail was 386 metres square.</u> 2. <u>A schooner is a fishing and a sailing ship.</u> 3. <u>SHIP building began to change in the 1930s.</u>