



ELL Basic Reading Lesson

75% of Reading Comprehension is Recognition and Knowledge of Vocabulary

Pre-Reading Activity:

- Provide a paragraph to be previewed.
- Using the Highlighting Tools, ask students to highlight all the words they know using the **yellow** highlighter.
- This will give students a chance to see how many words they already know.



Fixing Meals

My name is Carmen. My husband's name is Alfred. Every day I cook dinner. Every day Alfred cooks breakfast. I like vegetables, and Alfred likes meat. When we fix lunch together, Alfred washes the tomatoes and lettuce and I cut them. Then Alfred fries the onions and hamburgers. After that, I put the hamburgers on the buns and add the tomatoes. When Alfred eats his hamburger, he says, "This is delicious!"

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Pre-Reading Activity:



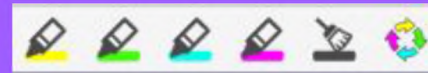
- Next using the Highlighting Tools, ask students to highlight all the words they are familiar with (heard or seen before) using the **green** highlighter.
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- This will give the student more confidence in what they know and goals for what they will need to know better.

Fixing Meals

My name is Carmen. My husband's name is Alfred. Every day I cook dinner. Every day Alfred cooks breakfast. I like vegetables, and Alfred likes meat. When we fix lunch together, Alfred washes the tomatoes and lettuce and I cut them. Then Alfred fries the onions and hamburgers. After that, I put the hamburgers on the buns and add the tomatoes. When Alfred eats his hamburger, he says, "This is delicious!"

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Pre-Reading Activity:



- Again, using the Highlighting Tools, ask students to highlight only the words they are completely unfamiliar with using the **pink** highlighter.
- This will give the student a chance to decide on target words for what they will need to know better.

Fixing Meals

My name is Carmen. My husband's name is Alfred. Every day I cook dinner. Every day Alfred cooks breakfast. I like vegetables, and Alfred likes meat. When we fix lunch together, Alfred washes the tomatoes and lettuce and I cut them. Then Alfred fries the onions and hamburgers. After that, I put the hamburgers on the buns and add the tomatoes. When Alfred eats his hamburger, he says, "This is delicious!"

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Pre-Reading Activity:



- Using the Collect Highlights button, the three different categories of words can be collected and grouped together.
- Putting this information on a chart will help students to see what they know and set goals for what they want/need to know.

husband

Carmen

name

day

name

tomatoes

hamburgers

delicious

vegetables

My

is

day

eats

dinner

breakfast

lunch

meat

says

When

washes

cooks

cut

fix

Every

fries

onions

buns

add

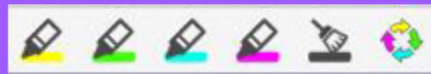
After

lettuce

Alfred

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Pre-Reading Activity:



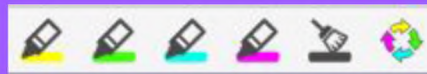
- Using a chart like this one, the teacher can ask the student about their knowledge of various words from the Column #3, what they know about words from Column #2, and target words from Column #1.
- Use Text to Speech to allow students to hear words spoken and Translation tool where helpful.

Before Reading - Knowledge Rating		
3 Can Use/Define in English	2 Heard It or Seen it Before	1 Do Not Know
husband Carmen name day name tomatoes hamburgers delicious vegetables My is day I like likes and	eats dinner breakfast lunch meat says When dinner breakfast meat	washes cooks cut fix Every fries onions buns add After lettuce Then This cook put together

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Pre-Reading Activity:

- Using a chart like this one before reading, can help students look at context clues, use the dictionary and/or picture dictionary when encountering a target word during reading.
- Choose several words from both the Have Seen/Heard Before column and the Don't Know column as their target words and place them in the Target Word column.
- Have student place their rating before reading it the appropriate column.

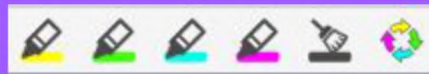


Target Words	Rating before reading	Rating after reading	What You Know Now
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

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During and Post Reading Activity:

- Either as they come across the target word in the reading or directly after reading, have students go back to this chart to rate how much better they now know each word.
- This visual helps students to see they are making progress in their understanding and word knowledge.
- To further provide opportunity to demonstrate understanding, have students write original sentences (using Prediction and/or Talk&Type containing words they can explain.



After Reading – Knowledge Rating Chart			
Directions: Choose words that you have learned more about since reading.			
3. Can explain, use or define the word. 2. Have seen/heard the word before 1. Do not know the word			
Word	Rating before reading	Rating after reading	What You Know Now
1. dinner	2	3	It is a meal you eat at night.
2. meat	2	3	Comes from animals like bacon
3. fries	1	3	Something you do to eggs
4. buns	1	2	Bread for hamburgers
5.			