

Embedded Reading: The Basics

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Embedded Reading

Simplify, Scaffold, Succeed!!

Welcome to Embedded Reading!!

This website is dedicated to helping teachers learn about, create and use Embedded Readings. An Embedded Reading is a series of scaffolded versions of one text, designed to help readers to acquire language, learn content and improve literacy.



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El proposito de la comunicaci3n es poner una "foto"
en la mente y/o el corazon de la una persona



The purpose of communication is to put
a picture in the mind and/or heart of another person

Do we want students to ...

read and understand a story or information?

or

hunt for recognizable text ?



Why do students want to read?

- They are interested in the information.
- They are interested in the story.



What kind of reading do we want them to do?

Reading for fluency.

Reading to see the “picture”.

Reading to add details and depth to their understanding of the “picture.”

Reading for interest.

Reading for fun.

The goal of fluency reading is NOT:

To memorize.

To prepare for a skit.

To prepare to understand
spoken language.

To simulate an immersion
situation.

The goal of fluency reading is NOT:

To memorize.

To prepare for a skit.

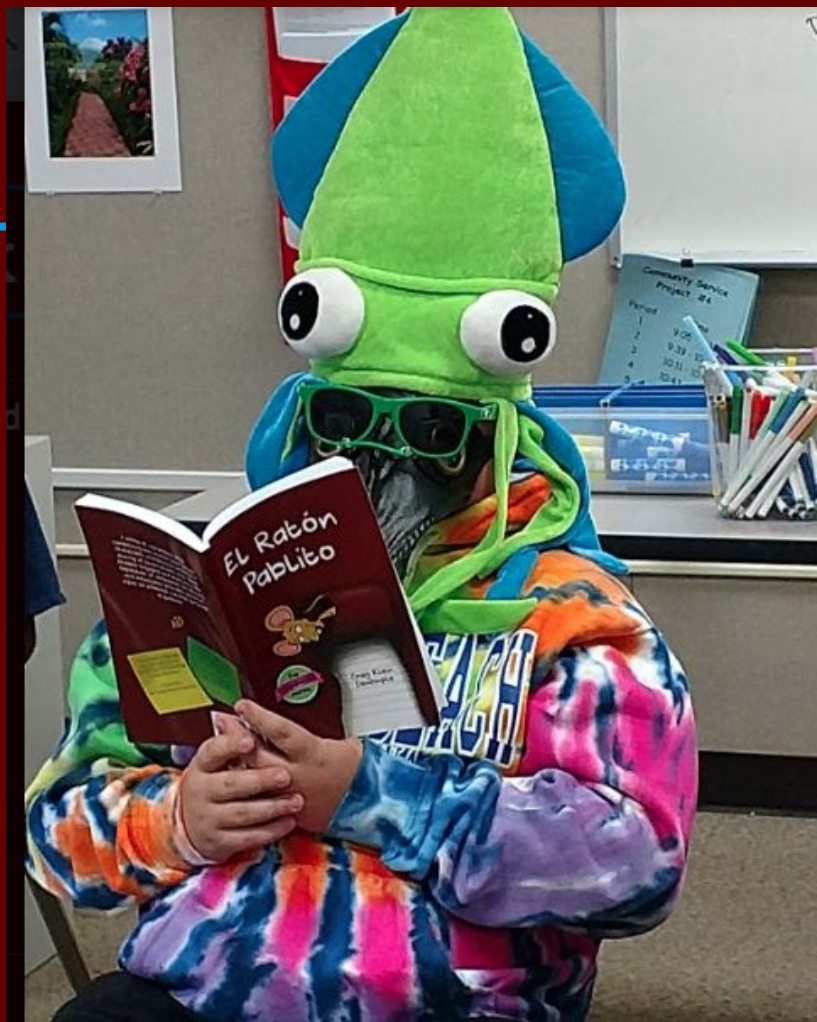
To prepare to understand spoken language.

To simulate an immersion situation.

To hunt for recognizable
text and make guesses
about the content.

Why do students want to read?

- They are interested in the information.
- They are interested in the story.



What do students want to read?

Comprehensible

And

“Compelling”

Texts!

What is an Embedded Reading?

Several scaffolded versions of a text that are:

- Designed to use with students.
- Organized from short to long, simple to complex.
- Created to increase comprehension and to develop literacy skills

What is an Embedded Reading?

Several scaffolded versions of a text that are:

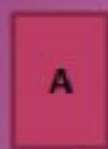
- Designed to use with students.
- Designed to make text COMPREHENSIBLE AND COMPELLING!!

Base reading

Version 2

Version 3

Version 4



—

I dropped it.

A boy put it in his pocket.

—

In a basket, a letter
to my love
and I dropped it.
A boy picked it up
And now it's in his pocket



A-tisket a-tasket

A yellow basket

I wrote a letter to my love

On the way I dropped it,

I dropped it.

A little boy picked it up

And put it in his pocket

A-tisket a-tasket

A green and yellow basket

I wrote a letter to my love

And on the way I dropped it,

I dropped it, I dropped it,

And on the way I dropped it.

A little boy he picked it up

And put it in his pocket

How do I choose a text?

A text they have to read.

A text you want them to read.

A text they want to read.

How do I choose a text?

Lists

Messages

Lyrics

Letters

Poetry

Scripts

Short stories

Teacher-created

Novels

Student-created

Articles

Any text!

There are two ways to create an Embedded Reading:

Top down:



Use an existing
text and “carve”
out the levels.

Bottom up:



Start with a
short text
and insert details.

- Top down:

By pulling details and information out of a longer reading to create shorter, simpler versions.

OR...

- Bottom up:

By writing a base reading and adding details and information to create additional versions.

Create an Embedded Reading:

Top down:



*Pre-written story

*Authentic resources

Use an existing
text and “carve”
out the levels.

Mending Wall by Robert Frost

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbour know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
"Stay where you are until our backs are turned!"
We wear our fingers rough with handling them.
Oh, just another kind of out-door game,
One on a side. It comes to little more:

There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbours."
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
"Why do they make good neighbours? Isn't it
Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn't love a wall,
That wants it down." I could say "Elves" to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me,
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well
He says again, "Good fences make good neighbours."

Something doesn't love walls, and sends the ground to swell, and spills boulders;
It makes gaps big enough for two.

I have seen the gaps hunters left and made repair. The gaps want the rabbit out of
hiding.

There are gaps that no one has seen heard nor made,
But at spring we find them.

I let my neighbour know and we meet to set the wall between us once again.
We fix the wall between us.

Some boulders are square, some round. We use a spell to make them balance:
"Stay where you are!"

There where it is we do not need the wall:

My apple trees will never get across and eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbours."

"Why ?

Before I built a wall I'd ask to know what I was walling in or walling out,
"Something there is that doesn't love a wall, that wants it down."

He moves in darkness as it seems to me,
He says again, "Good fences make good neighbours."

Something doesn't love walls,
It makes gaps and I have repaired them.
~~No~~ one has seen made,
But we find them.
My neighbor and I
fix the wall between us again.
There we do not need the wall: I tell him.
He says, "Good fences make good neighbours."
"Why ?
He says again, "Good fences make good neighbours."

Not everyone love walls,

~~I~~ tell my neighbor: "We don't need a wall."

He says, "Good fences make good neighbours."

Not everyone love walls,
~~I~~ tell my neighbor: "We don't need a wall."
He says, "Good fences make good neighbours."

Base Reading

Not everyone love walls,
~~I~~ tell my neighbor: "We don't need a wall."
He says, "Good fences make good neighbours."

Base Reading + Activities

- Discussion/Opinion
- Change vocabulary
- Sometimes/often/never
- Who says?
- Current events

Something doesn't love walls,
It makes gaps and I have repaired them.
~~No~~ one has seen made,
But we find them.
My neighbor and I
fix the wall between us again.
There we do not need the wall: I tell him.
He says, "Good fences make good neighbours."
"Why ?
He says again, "Good fences make good neighbours."

Reading #2

Something doesn't love walls,
It makes gaps and I have repaired them.
No one has seen made,
But we find them.
My neighbor and I
fix the wall between us again.
There we do not need the wall: I tell him.
He says, "Good fences make good neighbours."
"Why ?
He says again, "Good fences make good neighbours."

Reading #2 + Activities

- New vocabulary or structures
- Compare and contrast: What do we know now?
- Why? Discussion

Reading #3:

Something doesn't love walls, and sends the ground to swell, and spills boulders;
It makes gaps big enough for two.

I have seen the gaps hunters left and made repair. The gaps want the rabbit out of hiding.

There are gaps that no one has seen heard nor made,
But at spring we find them.

I let my neighbour know and we meet to set the wall between us once again.

We fix the wall between us.

Some boulders are square, some round. We use a spell to make them balance:

"Stay where you are!"

There where it is we do not need the wall:

My apple trees will never get across and eat the cones under his pines, I tell him.

He only says, "Good fences make good neighbours."

"Why ?

Before I built a wall I'd ask to know what I was walling in or walling out,

"Something there is that doesn't love a wall, that wants it down."

He moves in darkness as it seems to me,

He says again, "Good fences make good neighbours."

Reading #3:

Something doesn't love walls, and sends the ground to swell, and spills boulders;
It makes gaps big enough for two.

I have seen the gaps hunters left and made repair. The gaps want the rabbit out of hiding.
There are gaps that no one has seen heard nor made,
But at spring we find them.

I let my neighbour know and we meet to set the wall between us once again.

We fix the wall between us.

Some boulders are square, some round. We use a spell to make them balance:

"Stay where you are!"

There where it is we do not need the wall:

My apple trees will never get across and eat the cones under his pines, I tell him.

He only says, "Good fences make good neighbours."

"Why ?

Before I built a wall I'd ask to know what I was walling in or walling out,

"Something there is that doesn't love a wall, that wants it down."

He moves in darkness as it seems to me,

He says again, "Good fences make good neighbours."

Reading #3 + Activities

- **Illustrate**
- **Use of language**
- **What do you want to know?**

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He will not go behind his father's saying,
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Create from the Larger to the Smaller

Top down:



*Pre-written story

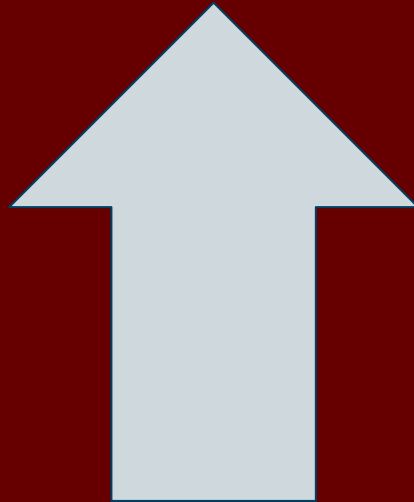
*Authentic resources

Use an existing
text and “carve”
out the levels.

If there is a surprise or a twist.....

**Don't let the readers
see it until the very last reading!**

Use with students from Smaller to Larger



Not everyone love walls,
~~I~~ tell my neighbor: "We don't need a wall."
He says, "Good fences make good neighbours."

Base Reading

There are two ways to create an Embedded Reading:

Top down:



Use an existing
text and “carve”
out the levels.

Bottom up:



Start with a
short text
and insert details.

There are two ways to create an Embedded Reading:

Bottom up:



Start with a
short text
and insert details.

- Bottom up:

By writing a base reading and adding details and information to create additional versions.

The Base Reading is a simplified version of the story or informational text.

It is like a summary or an outline.

It should appear to contain a beginning, a middle and an end.

It should contain key structures, key information and be completely comprehensible.

How do I create an Embedded Reading from the bottom up?

5 EASY STEPS!

Step 1: Know your audience.

Step 2: Identify focus structures and vocabulary

Step 3: Create the base reading.

Step 4: Insert a variety of familiar structures and vocabulary

Step 5: Repeat Step 4.

Step 3: Create the Base Reading

The Base Reading is a simplified version of the story or informational text.

It is like a summary or an outline.

It should appear to contain a beginning, a middle and an end.

Step 3: Create the Base Reading

Grandpa was very hungry and wanted to eat. He went to a restaurant. The waitress brought him food. He ate the entire meal.

Step 4: Add a variety of familiar structures and vocabulary that add details to the story.

Who else is in the story?

What did he eat?

Where?

When?

Why?

How?

Etc:

Step 4: Add a variety of familiar structures and vocabulary that add details to the story.

Grandpa was very hungry and wanted to eat. He went to a restaurant. The waitress brought him food. He ate the entire meal.

Grandpa was very hungry and wanted to eat. He went to a restaurant with all of his grandchildren. The waitress brought him coffee. She brought the grandchildren food. The youngest didn't want to eat. Grandpa ate his entire meal.

Step 5: Repeat Step 4.

Grandpa was very hungry and wanted to eat. He went to a restaurant. The waitress brought him food. He ate the entire meal.

Grandpa was very hungry and wanted to eat. He went to a restaurant with all of his grandchildren. The waitress brought him coffee. She brought the grandchildren food. The youngest didn't want to eat. Grandpa ate his entire meal.

Last Sunday, Grandpa was very hungry and wanted to eat. He went to a new restaurant with all of his grandchildren. He didn't have a lot of money so he didn't order food. The waitress brought him coffee. She brought the grandchildren food. The oldest didn't like her food. Grandpa ate her entire meal. The youngest didn't want to eat. Grandpa ate his entire meal too!

If there is a surprise or a twist.....

**Don't let the readers
see it until the very last reading!**

Base reading: creates a clear picture in the minds and hearts of the readers.

Each successive reading: choose a goal and match the activity to that goal.

Choose activities students find interesting and successful.

Choose a different activity for each level of the reading.

Possible Activities:

- Questions and answers
- Translate
- Illustrate
- Point to a picture
- Act it out
- Parallel story
- Powerpoint/smart board
- Read and discuss
- Predictions

I wanted to share a comment I got from a student today, We're studying the film The Mighty and I made an embedded reading which is a summary of the opening scenes. We spent a class reading Versions I and II, and today I gave them III. I had actually hesitated, thinking that maybe II was as much as this group of (weak) students could handle. They glanced at it and one boy said, "This one is easy!"

I think that is when I realized what embedded reading is all about. It was easy, because they have acquired the structures that were presented in Levels I and II of the reading.

Judy DuBuois
(teacher of English as a second language)
France

FAQ #1:

Can I use copyrighted material to make embedded readings?

Only with permission from the author and/or publisher.

FAQ #5:

Could I have my students make embedded readings?

FAQ #2:

Where do I find embedded readings for my students?

Embedded Reading: Creating Readings

www.embeddedreading.com

TPT: Hearts For Teaching

Thank you !!

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