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

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 <u>NOT</u>:

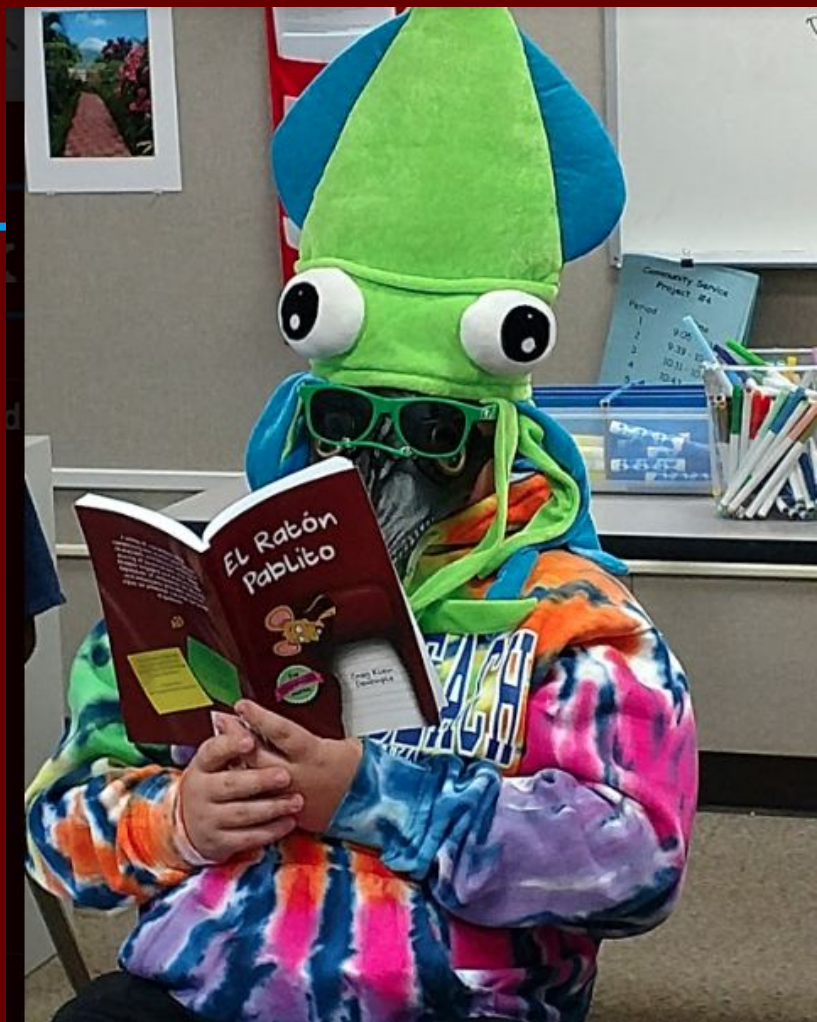To memorize.

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!

Embedded Reading?

Embedded Reading

Simplify, Scaffold, Succeed!!

27
AUG 2013

First Week of Spanish Embedded Reading!

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Leave a

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!!

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
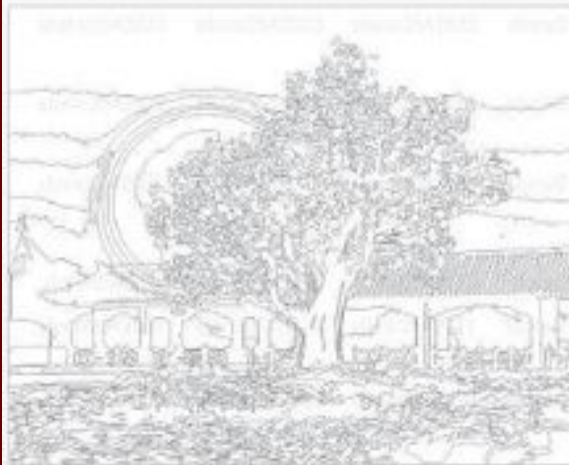
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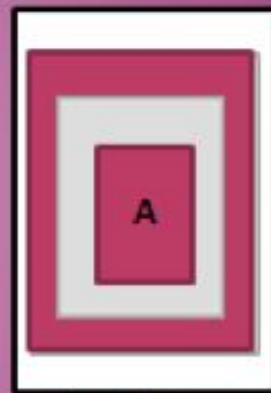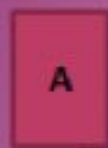
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How do I choose a text?

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

Lyrics

Poetry

Short stories

Novels

Articles

Messages

Letters

Scripts

Teacher-created

Student-created

Any text!

Create……then…….Use.

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It Ain't All Rainbows and Lollipops: Hearts For Teaching Blog Post

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January 2018
November 2017

There are two ways to create an Embedded Reading:

Top down:

Bottom up:

Use an existing

text and "carve"

out the levels.

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.

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

Create an Embedded Reading:

Top down:

Use an existing

text and "carve"

out the levels.

*Pre-written story

*Authentic resources

Mending Wall by Robert Frost

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
~~And spil~~ls 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."

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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;

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

Create from the Larger to the Smaller

Top down:

⬇

Use an existing

text and "carve"

out the levels.

*Pre-written story

*Authentic resources

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
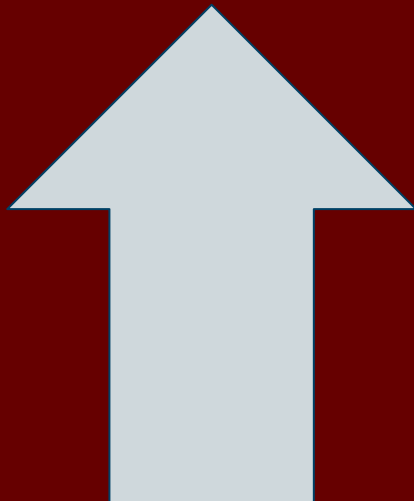
Not everyone love walls,

~~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:

Bottom up:

Use an existing

text and "carve"

out the levels.

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 comprensible.

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:

Should I teach all of the levels of the reading at the same time/on the same day?

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Should I teach all of the levels of the reading at the same time/on the same day?

Probably not.

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Should I teach all of the levels of the reading at the same time/on the same day?

- Two per class.

FAQ #1:

Should I teach all of the levels of the reading at the same time/on the same day?

- Two per class.
- But there's more!

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Should I teach all of the levels of the reading at the same time/on the same day?

- Two per class.
- But there's more!
- Monday, Tuesday, Wednesday….

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Should I teach all of the levels of the reading at the same time/on the same day?

- Two per class.
- But there's more!
- Monday, Tuesday, Wednesday….
- Every Monday…..

FAQ #1:

Should I teach all of the levels of the reading at the same time/on the same day?

- Two per class.
- But there's more!
- Monday, Tuesday, Wednesday….
- Every Monday…..
- Bring back "old" stories later in the year.

FAQ #2:

Should I color code or underline new information?

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___

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 <u>with all of his grandchildren.</u> The waitress brought him <u>coffee.</u> <u>She brought the grandchildren food.</u>   <u>The youngest didn't want to eat.</u> <u>Grandpa</u> ate his entire meal.

FAQ #2:

Should I color code or underline new information?

———

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.

FAQ #3:

Should students read from a screen/smartboard or from paper?

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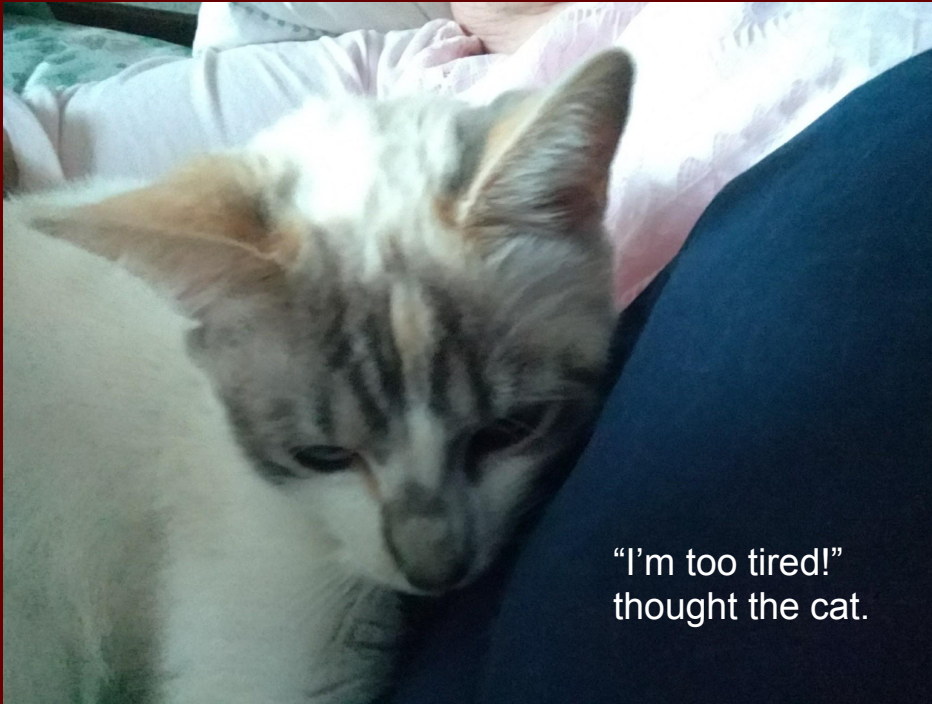Should students read from a screen/smartboard or from paper?

Sanity

FAQ #3:
Should students read from a screen/smartboard or from paper?

Sanity
Variety

FAQ #3:
Should students read from a screen/smartboard or from paper?

"I'm too tired!"
thought the cat.

FAQ #4:

Can I use copyrighted material to make embedded readings?

FAQ #5:

Could I have my students make embedded readings?

The Gift: A Short Video

There is a boy.

The boy is playing a video game.

His mom comes in the house.

She gives him a box.

It is a gift.

The boy opens the box.

There is a puppy in the box.

The boy looks at the puppy.

He doesn't like it.

The Gift: A Short Video

There is a boy. He has brown eyes.

The boy is playing a video game in the living room.

All of a sudden, his mom comes in the house.

She gives him a brown box.

It is a gift for the boy.

The boy slowly opens the box.

There is a little, brown puppy in the box.

The Gift: A Short Video

The living room has no light. There is a boy. He has brown eyes.

The boy is playing a video game in the living room. It's a violent game.

All of a sudden, his mom comes in the house. She opens the curtains.

She gives him a brown box. She puts it in front of him.

It is a gift for the boy, but he wants to play the game.

His mom says, "Why don't you open the box. The boy slowly opens the box.

FAQ #6:

Do students have to read the "final' version of the embedded reading?

FAQ #7:

Can I use a reading in more than one level?

FAQ #8:

Don't students get tired of reading the "same" reading over and over again?

FAQ #9:

Should I explain to students what embedded readings are, or show them the long reading first so they "get it"?

———

FAQ #10:

Where do I find embedded readings for my students?

FAQ #10:

Where do I find embedded readings for my students?

——

Embedded Reading: Creating Readings

FAQ #10:

Where do I find embedded readings for my students?

Embedded Reading: Creating Readings

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TPT: Hearts For Teaching

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By Laurie Clarcq:

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Connected to Literacy:

4 Steps to Reader's Theater: Flow creates pictures in their heads – Karen Rowan

Bringing Reading to Life – Elicia Cárdenas

Wait, They WANT to Read? Reading Strategies that Lead to Success – Bryce Hedstrom

Character to Literacy to Story and Back Again to Literacy – Tina Hargaden

Thank you for watching!!

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