Creating Embedded Readings

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Welcome!
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.
The purpose of communication is to put a picture in the mind and/or heart of another person.
El propósito de la comunicación es poner una "fot" en la mente, y en el corazón de otra persona.

"Se responsable.

"Se respetuoso.

"Be Safe."
In a CI-based classroom:
Why do students read?

To understand a story.  
To find out information.
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.
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!!
Find a way to make it interesting.

Find a way to make it comprehensible.
Find a way to make it interesting.

Choose well.
Find a way to make it interesting.

Choose well.

Use well.
Find a way to make it interesting.

Choose well.

Use well.

Find a way to make it comprehensible.

Choose well.
Find a way to make it interesting.

Choose well.

Use well.

Find a way to make it comprehensible.

Choose well.

Scaffold well.
How do I choose a text?

Lists
Lyrics
Poetry
Short stories
Novels
Articles

Messages
Letters
Scripts
Teacher-created
Student-created
Any text!
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, particularly those with disabilities, understand the content.
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.
Top Down: Start with an existing text.

- By pulling details and information out of a longer reading to create shorter, simpler versions.
Top Down: Start with an existing text.

that would be comprehensible IF your students had:

● support from you.
● were involved in several scaffolding activities beforehand.

Choose a text where at least 85% of the text is already comprehensible to your students. Yes. 85%.
Top down:

*Pre-written story

*Authentic resources

Use an existing text and “carve” out the levels.
Take me out to the ball game
Take me out with the crowd
Buy me some peanuts and crackerjacks
I don't care if I never get back
Let me root, root, root
For the home team
If they don't win it's a shame
For it's one, two, three strikes you're out
At the old ball game
All I need is just one chance
I could hit a home run
There isn't anyone else like me
Maybe I'll go down in history

Here comes fortune and fame,
Because I know
That I'll be the star
At the old ball game!
Take me **out** to the ball game
Take me **out** with the crowd
Buy me some peanuts **and** crackerjacks
I don't care if I never get back
Let me root, root, root
For the home team
If they don't win it's a shame
**For it's** one, two, three strikes you're out
At the **old** ball game
All I need is **just** one chance
I could hit a home run
There isn't anyone else **like me**
**Maybe** I'll go down in history

Here comes **fortune and** fame,
Because I **know**
**That** I'll be the star
At the **old** ball game!
Take me out to the ball game

Take me out with the crowd

Buy me some peanuts and crackerjacks

I don't care if I never get back

Let me root, root, root

For the home team

If they don't win it's a shame

For it's one, two, three strikes you're out

At the old ball game

All I need is just one chance

I could hit a home run

There isn't anyone else like me

Maybe I'll go down in history

Here comes fortune and fame,

Because I know

That I'll be the star

At the old ball game!

Is it still comprehensible?
Has it changed the basic meaning of the text?
Take me to the ball game
Take me with the crowd
Buy me some peanuts
I don't care if I never get back
Let me root for the home team
If they don't win it's a shame
one, two, three strikes you're out
At the ball game
All I need is one chance
I could hit a home run
There isn't anyone else
I'll go down in history, here comes fame,
Because I'll be the star of the game!

Is it still comprehensible?
Has it changed the basic meaning of the text?
Take me to the ball game

Take me with the crowd

Buy me some peanuts

I don't care if I never get back

Let me root for the home team

If they don't win it's a shame

one, two, three strikes you're out

At the ball game

All I need is one chance

I could hit a home run

There isn't anyone else

I'll go down in history, here comes fame.

I'll be the star of the game!
Take me to the game, Take me!
Buy me peanuts
I don't care if I ever get back
Root for the home team
If they don't win it's a shame
Three strikes you're out
Of the ball game
I need is a chance
I could hit a homer
I'll go down in history,
I'll be the star!

Is it still comprehensible?
Has it changed the basic meaning of the text?
Can I reduce it again?
Take me to the game, Take me!

Buy me peanuts

I don't care if I ever get back

Root for the home team

If they don't win it's a shame

Three strikes you're out

Of the ball game

I need is a chance

I could hit a homer

I'll go down in history,

I'll be the star!
Take me to the game, Take me!

Buy me peanuts

Root for the home team

If they don't win it's a shame

Three strikes you're out

Of the game

I could hit a homer

I'll go down in history.

I'll be the star!
Take me to the game!

Buy me peanuts!

Root for the home team!

Hit a homer!

Be the star!

Is it still comprehensible?
Has it changed the basic meaning of the text?
Can I reduce it again?
Base Reading

Take me to the game!
Buy me peanuts!
Root for the home team!
Hit a homer!
Be the star!
Take me to the game, Take me!
Buy me peanuts
Root for the home team
If they don't win it's a shame
Three strikes you're out
Of the game
I could hit a homer
I'll go down in history,
I'll be the star!
Take me to the game, Take me!
Buy me peanuts
I don't care if I ever get back
Root for the home team
If they don't win it's a shame
Three strikes you're out
Of the ball game
I need is a chance
I could hit a homer
I'll go down in history,
I'll be the star!
Take me to the ball game
Take me with the crowd
Buy me some peanuts
I don't care if I never get back
Let me root for the home team
If they don't win it's a shame
one, two, three strikes you're out
At the ball game
All I need is one chance
I could hit a home run
There isn't anyone else
I'll go down in history, here comes fame,
Because I'll be the star of the game!
Take Me Out To The Ball Game

Take me out to the ball game
Take me out with the crowd
Buy me some peanuts and crackerjacks
I don't care if I never get back
Let me root, root, root
For the home team
If they don't win it's a shame
For it's one, two, three strikes you're out
At the old ball game
All I need is just one chance
I could hit a home run

There isn't anyone else like me
Maybe I'll go down in history
Here comes fortune and fame,
Because I know
That I'll be the star
At the old ball game!
Create from the Larger to the Smaller

Top down:

* Pre-written story
* Authentic resources

Use an existing text and “carve” out the levels.
Use with students from Smaller to Larger
If there is a surprise or a twist.....

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

So remember to take it out first!!
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 1: Identify your readers/audience.

- What language have they acquired?
- What language are they successful reading and comprehending?
- What are their interests?
- What do they have in common?
STEP 1: Identify your readers/audience.

Novice students of English.

Emerging readers of English.
STEP 2: Identify focus structures/vocabulary.

- Is there a need to have a “focus” structure? If so...
- Will it need to be “retaught”?
- Is the structure high-frequency/high interest?
STEP 2: Identify focus structures/vocabulary.

wanted to eat.

ate the entire______________.
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

STORY ELEMENTS:

- Character
- Situation
- “Resolution”
Step 3: Create the Base Reading

STORY ELEMENTS:

- Grandpa
- Was hungry/wanted to eat
- Ate the entire meal
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 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.

3-5 sentences per “year” of instruction.
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!
Every Sunday, Grandpa spends the day with his grandchildren. They like to go to restaurants together. Last Sunday, Grandpa was very hungry and wanted to eat. Unfortunately, he didn’t have a lot of money. What did Grandpa do? Grandpa and the grandchildren went to a new restaurant. He asked the waitress, “What is the special today?” The waitress told him about the special and brought him coffee. She brought the grandchildren their favorite foods. The oldest grandchild looked at her pizza. Grandpa looked at her pizza. Grandpa was very hungry. “May I have some?” he asked. The oldest said no. Grandpa sneezed on her pizza. “Ew! You can have it now!” she said. Grandpa ate her entire meal. The youngest started to eat her hamburger. Then Grandpa sneezed on her hamburger. He didn’t want to eat it now! Grandpa ate his entire meal too! Then the waitress gave him the bill. The bill said: One coffee $2. Today’s special: Children under 10 eat free!
Tip #1:
If there is a surprise or a twist.....

Don’t let the readers see it until the very last reading!
Tip #2:
Don’t push the students too far.
Tip #3: Comprehensibility is KEY!!
Tip #4: Ask someone to read it and share their opinion.
Tip #5:
Always keep student success as your goal.
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
Additional Related Webinars in this Series:

By Laurie Clarcq:

- Embedded Reading: The Basics
- This is (Us) Who We Are
- Open Sesame! Comprehensible Input and an Open Mindset

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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