

# Building Reading Confidence

Keep it engaging – have fun!

Praise and celebrate any attempt to read or mimic reading.

Read a page or a sentence together, then have your child read it independently.

Spending too much time on difficult words can make the child forget what the story is about. Suggest clues to help your child tackle challenging words:

- use pictures to predict.
- sound out words.
- read the rest of the sentence and go back to the tough words.
- guess what makes the most sense.

Re-read for comprehension after the initial reading.

Recognize and praise even small progress. It will begin to grow.



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START MAKING A READER TODAY®

SMART is a 501c3 nonprofit.

We envision an Oregon where every child can read and is empowered to succeed.

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# Reading with an ELL/ESL Student

## What is ELL/ESL?

Students whose native language is not English are called English Language Learners (ELL) or English as Second Language (ESL) students. ELL/ESL students should be read to as much as possible. Hearing English through stories and conversations improves language development, comprehension and builds vocabulary.

As a SMART volunteer, your goal is to make your ELL/ESL student feel comfortable with books and reading. To encourage this, it is important to provide your student with a fun and relaxing atmosphere.

### **ELL/ESL Students and Self-Expression**

Because ELL/ESL children may not be fluent English speakers, their ability to express themselves with their teachers and peers is often limited. As a result of this difficulty, many ELL/ESL students experience an overwhelming frustration because they feel they have no “voice”.

Find ways to encourage and help your students express what they know. Your words of praise are incredibly powerful and will contribute to your student's growing self-confidence.

## Reading with ELL/ESL Children

- Relax and enjoy your student. Give your student time to adapt to you and the SMART program.
- Speak normally, keeping pronunciation and speech natural. Use complete, short sentences. Be sure not to overly slow down your speech, exaggerate pronunciation or increase the volume.
- Model correct pronunciation, rather than correcting your student. Constant correction made students self-conscious and uncomfortable.
- Target familiar words. Help your student find words s/he already knows.
- Have conversations. Talk about the books you read, your hobbies, etc. Don't worry if you do most of the talking. ELL/ESL students often understand much more English than they are comfortable speaking.

## Choosing Books for ELL/ESL Students

### **Picture Reading**

Ease your child into reading a book through the illustrations. Use a wordless book or a book with pictures that clearly illustrate the progression of the story; your student can describe what is seen in the pictures. Even if your child's version is not accurate, s/he is developing an understanding of symbolism through the pictures that is later transferred to text.

### **Repeating Phrases**

Books with a repetitive phrase that your child can recite give him/her the opportunity to experience reading—actually verbalizing the text. The child is memorizing the phrase through sound. Soon your student will associate letters and words with the repeated phrase.

### **Spanish Books**

Schools differ in their ELL/ESL approach. If you can communicate with your child in his/her native language, you are encouraged to do so. At this time, only books in English and Spanish are available in the SMART program. Spanish-speaking students are free to take home books in either language.