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Art by Elisa Kleven for CABE 2016

Tulare County Office of Education

Jim Vidak, County Superintendent of Schools

***Work
That
Text!***

**CABE
2016**

**Using Informational Text
with English Learners, K-5**



Handouts available via

goo.gl/ueYYJm

Alesha M. Ramirez

Staff Development & Curriculum Specialist ELA/ELD

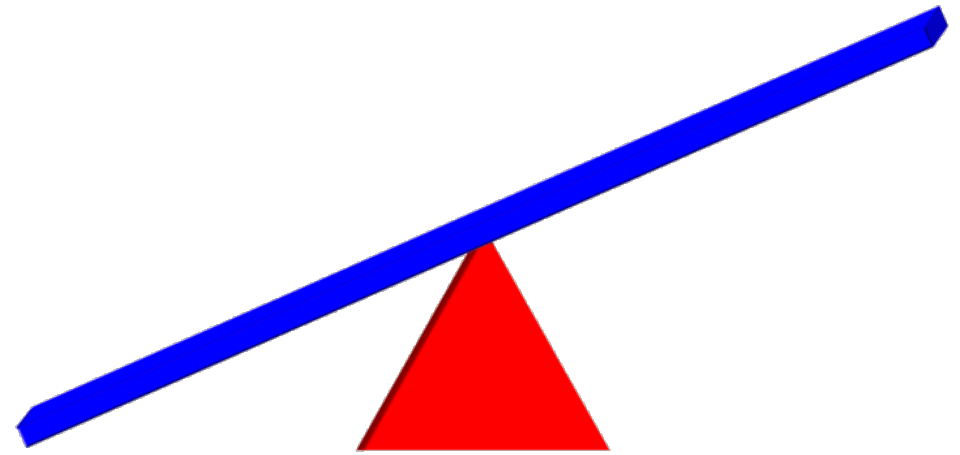
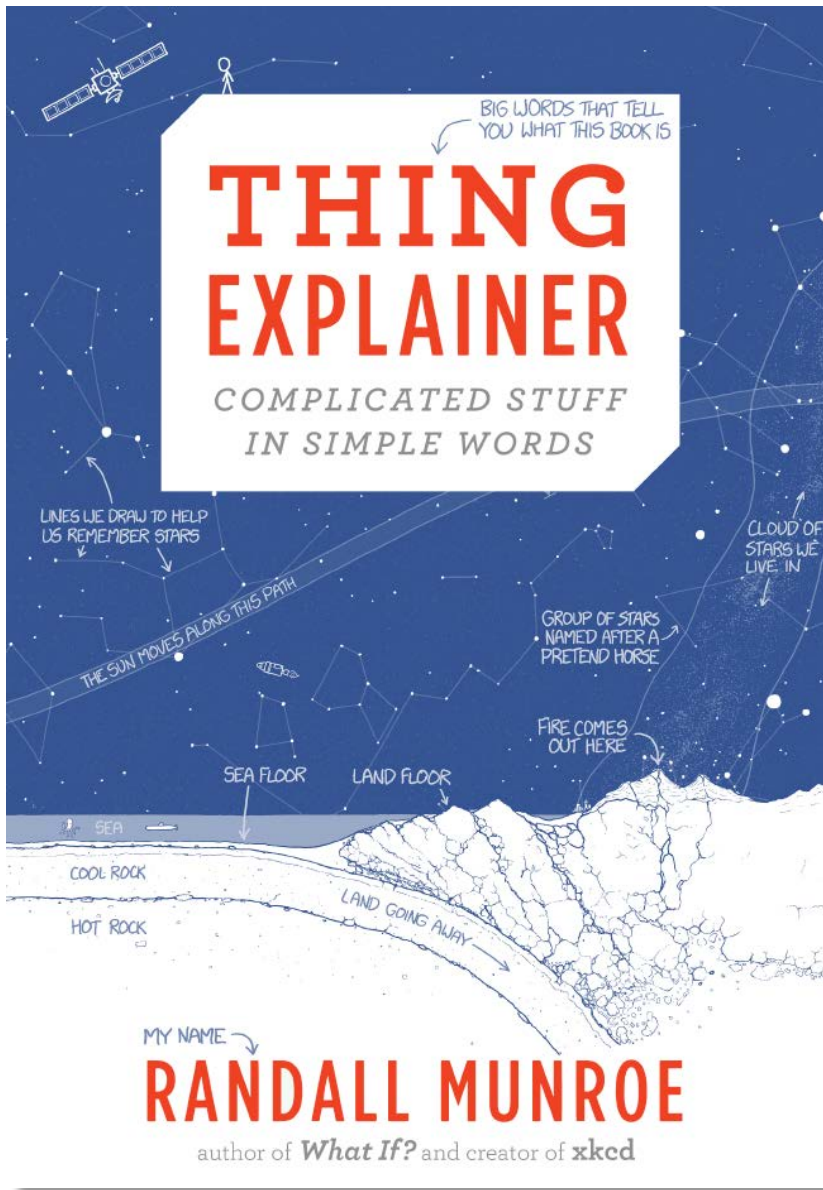
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“ELs should engage with complex texts and topics with appropriate scaffolding that facilitates their path toward independence with text.”

(CA ELA/ELD Framework, Ch. 2)

3 Instructional Shifts in Literacy

**Build
Knowledge**

1. Building knowledge, especially through content rich nonfiction

**Extract &
Employ
Evidence**

2. Reading, writing, and speaking grounded in evidence from text, both literary and informational


**Engage with
Complex
Text**

3. Regular practice with complex text and its academic language



1.392 million ELs

**What can we do to support the
development of both literacy &
content knowledge of our
English Learners?**



The Framework says...

**“...ensure that all ELs
have full access to
grade-level curricula
in all content areas...”**

(CA ELA/ELD Framework, Ch.2)

- Background knowledge
- Density of text
- Text organization, features & structures
- Tier 2 & 3 vocabulary
- Academic language structures



**Challenges of
Teaching with
Informational Text**

Addressing the Needs of English Learners: California's *Both/And* Approach

Designated ELD

Use the CA ELD standards in ways that... standards
in ways that...
instr... +
ess...

Content Learning

Language Learning

All Day Long

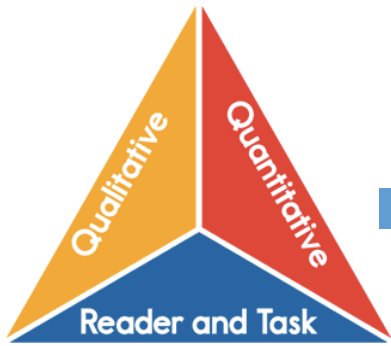
Integrated ELD



ALL teachers with ELs in the classroom use CA ELD “in tandem with the focal CA CCSS for ELA/literacy and other content standards.”

+ Choosing Text

- Well-written, high-interest



- Appropriately Complex with Embedded Supports

- Connections to grade level content

Kindergarten Through Grade Five Historical and Social Sciences Analysis Skills	
Kindergarten: Learning and Working Now and Long Ago
Grade One: A Child's Place in Time and Space
Grade Two: People Who Make a Difference
Grade Three: Continuity and Change
Grade Four: California: A Changing State
Grade Five: United States History and Geography: Making a Nation



Build Content Knowledge

Read
about
it

Talk
about
it

Write
about
it

+

**S
C
A
F
F
O
L
D**

OCCASIONAL

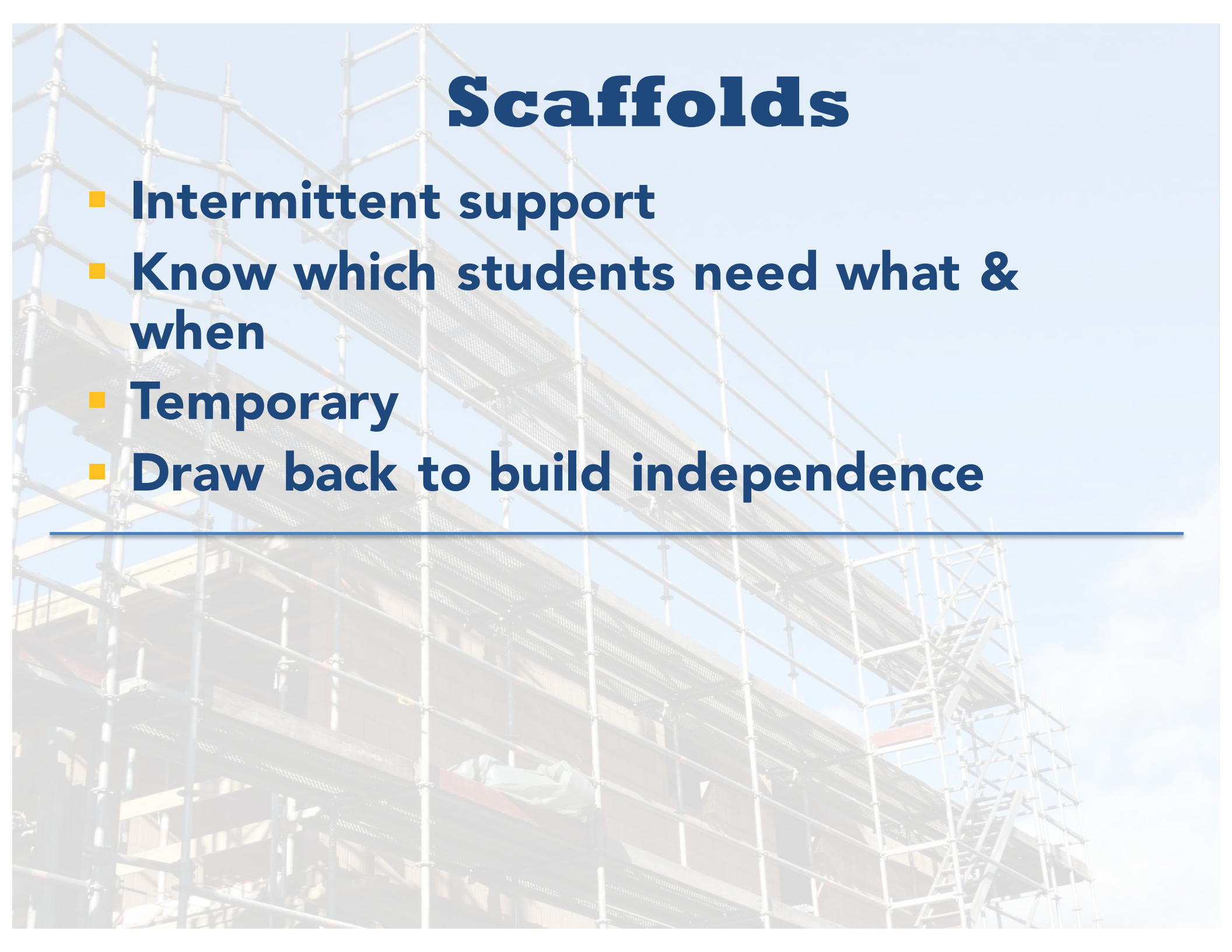
- **PLDs**
- **Text & Task**
- **Formative Assessments & Observations**

SUBSTANTIAL

How do we scaffold access to content while integrating ELD during content learning?

Scaffolds

- Intermittent support
 - Know which students need what & when
 - Temporary
 - Draw back to build independence
-



Scaffolds

- Intermittent support
 - Know which students need what & when
 - Temporary
 - Draw back to build independence
-

- Define Info Text
- Info Text Features
- What/Why Chart
- Text Structure
- Vocabulary
- Probable Passage
- Walk & Talk
- Questioning
- Language Analysis
- TWL

What is Informational Text?

How might we **define** it for students?

- Written to inform or describe
- Conveys information accurately and explains
- Intended to increase a reader's knowledge or help them understand a process, procedure, or concept
- Start on the assumption of truthfulness & answer WHY or HOW
- Reader chooses to accept or reject it.

How is informative text *different than* narrative text?

The main purpose of a narrative is to tell a story. Narratives rely on time as its deep structure.

Call Attention **to Nonfiction Text Features**

Table of Contents	Index	Glossary	Titles
Headings & Subheadings	Bold Type	Italics	Bullets & Lists
Captions	Labels	Arrows	Keys
Photographs	Illustrations	Charts	Diagram
Call outs	Inset	Sidebars	Map

Noticings in Informational Text

<i>What</i> does the author do?	<i>Why</i> does the author do it?	What do we <i>call</i> it?
Names the book on the cover	To tell us what the book is about	title
Some words stand out in dark print	To draw our attention to important words & meanings	bold text (bolding)
A real picture taken by a camera	To show exactly what something looks like	photograph
A drawing of something	To show what something might look like or might have looked like in the past	illustration

Text Structures

5 structures

Coherence




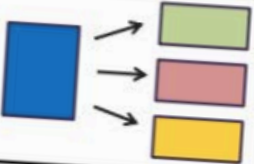
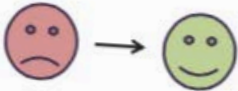
- Relationships in text
- Signals

Macro and micro

Build awareness

- Purpose is not simply to identify structure, but to support comprehension

Non-Fiction Text Structures

Text Structure	Signal Words	Visual
<i>Description</i>	<i>for example, for instance, characteristics include, specifically, in addition</i>	
<i>Sequence & Order</i>	<i>before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end</i>	
<i>Compare & Contrast</i>	<i>similar, alike, same, just like, both, different, unlike, in contrast, on the other hand</i>	
<i>Cause & Effect</i>	<i>since, because, if, due to, as a result of, so, then, leads to, consequently</i>	
<i>Problem & Solution</i>	<i>problem, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then</i>	

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Text structures can serve to organize the entire text, a section, or even a sentence or two within a bigger chunk of text.

Vocabulary Decisions

- *Which* words will I chose for instruction?
- *Why* do I choose these?
- *How* will I approach these words instructionally?
- *When* will I teach them?

Vocabulary Learning

Comprehensive Vocabulary Program (M. Graves)

Rich and varied language experiences	Incidental word learning through exposure to and practice with new words; wide reading, rich discussion
Teaching specific words	Choosing words for instruction (word learning routines, step-aside definitions, etc.)
Teaching word-learning strategies	Word parts (affixes, roots), morphology, context, use of reference tools, cognates, etc.
Fostering word consciousness	Language play, word games, awareness of and attention to words

Classifying Tiers of Words

<i>Tiers of Words (Beck, McKeown, Kucan)</i>		
	Characteristics	Examples
Tier 1	Everyday words, don't require instruction	<i>house, baby, pencil, happy, walk...</i>
Tier 2	General but sophisticated; high-utility vocabulary; familiar to mature language users; encountered across content areas	<i>agree, compare, coincidence, argue, define, challenge, fortunate, comment, mention, admit...</i>
Tier 3	Domain-specific, specialized vocabulary	<i>Peninsula, isotope, photosynthesis, algorithm...</i>

Identifying Words for Instruction

Criteria for Identifying Tier 2 Words (Beck, McKeown, Kucan, 2002)

<i>Importance and Utility</i>	Characteristic of mature language users, appear frequently across a variety of domains; language students will be asked to produce orally and in writing
<i>Instructional Potential</i>	Can be worked with in a variety of ways, can build rich representations of them, connections to other words and concepts
<i>Conceptual Understanding</i>	Students understand concept, but words provide specificity and precision

Probable Passage

Echo read
the words
chorally.

scientists
laboratories
repair
parts
people
create
body
damaged

artificial
injured
replace
human
attach
recover
surgery

Probable Passage

1. Sort key words.

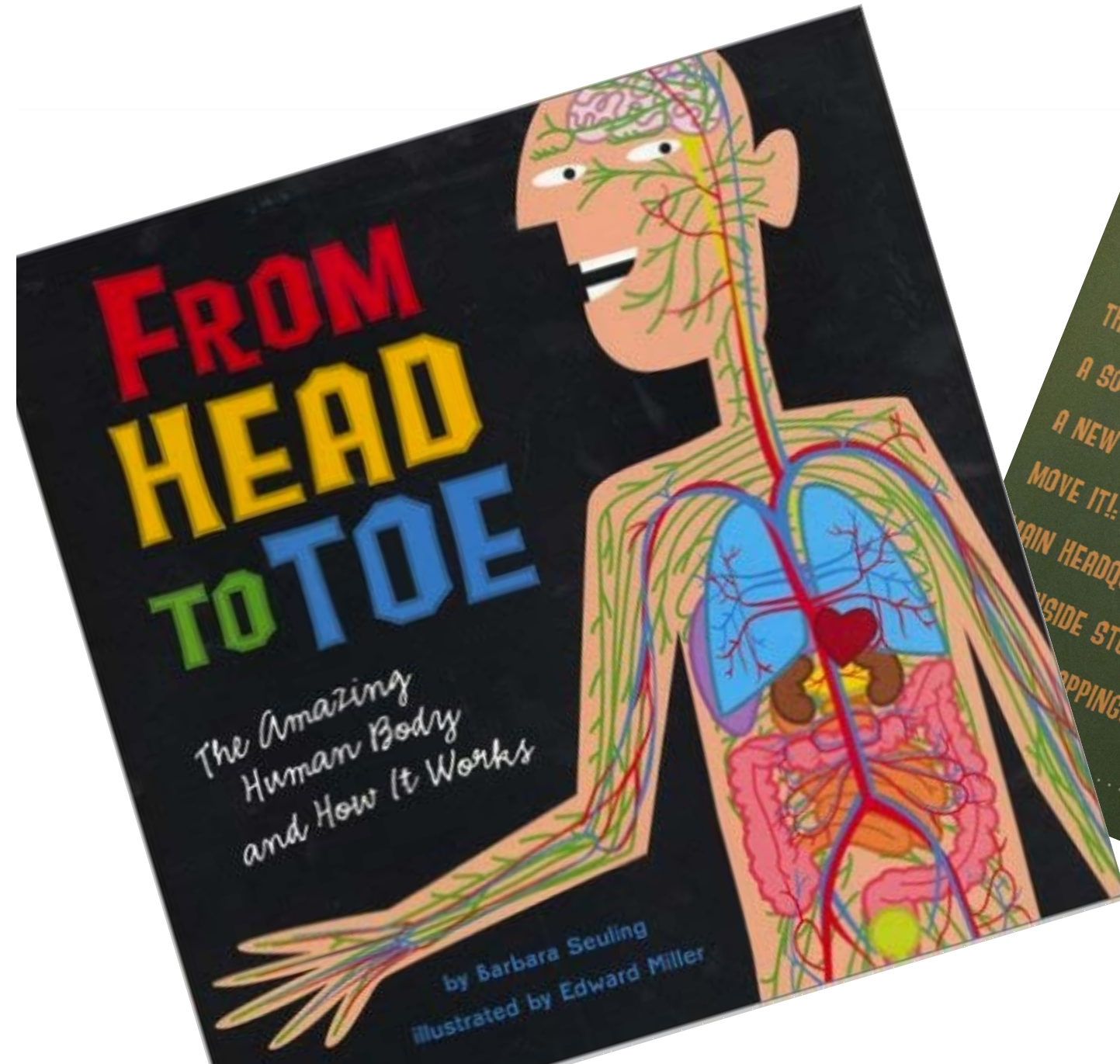
WHO	WHERE or WHEN	WHAT	WHY or HOW

2. Orally construct sentences using key words.

3. *“Based on ..., I predict this text is going to be about...”*

4. *“I wonder...”*

Picture Walk, Picture Talk

The contents page is on a dark green background with white text. It lists the chapters and their corresponding page numbers. A small illustration of a hand is visible in the top right corner.

CONTENTS	
THE AMAZING HUMAN BODY.....	14
A SOUND FOUNDATION: The Bones.....	16
A NEW TWIST: The Joints.....	20
MOVE IT!: The Muscles.....	26
MAIN HEADQUARTERS: The Brain and the Nervous System.....	30
INSIDE STORY: The Organs.....	
MAPPINGS: The Skin, Hair, and Nails.....	

Picture Walk, Picture Talk

DIGESTIVE SYSTEM

Machines need fuel to run. Food is the body's fuel. No matter what kind of food you eat, it has to be chewed into small enough bits to go down into your stomach and be digested.

MOUTH

Spit, or saliva, helps you taste your food while you are breaking it down. It also helps keep your mouth and teeth clean and fight off bacteria that live in your mouth.

ESOPHAGUS

After your food is chewed, it goes down your throat through a long tube called the esophagus and ends up in your stomach.

STOMACH

Once the food enters your stomach, it is slowly digested. It mixes with acid that breaks it down into smaller and smaller pieces, until it is soft and mushy. The acid would burn a hole through the wall of your stomach if you didn't have a lining of goeey mucus in your stomach.

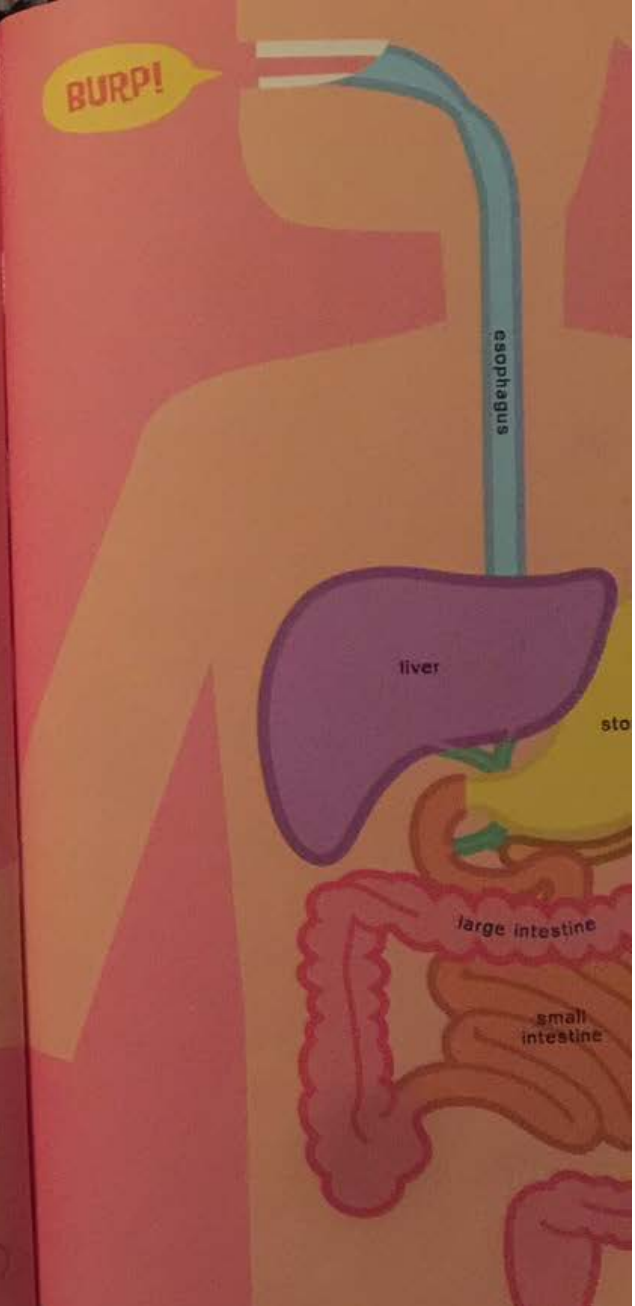
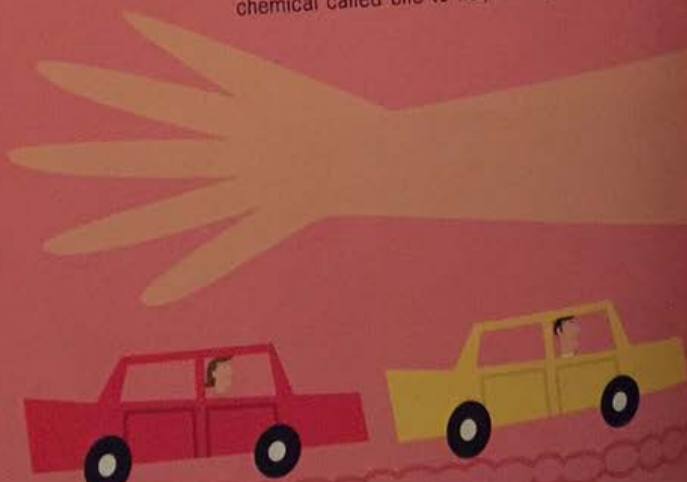
An adult human has about 25 feet of intestine. That's about the length of two

Bacteria help digest your food. They also create gas, which has to escape from your body. It comes out as burps or as farts. There is nothing unusual about these small gas explosions; almost everybody releases gas every day, even queens, kings, and presidents, no matter how famous or important they are.



LIVER

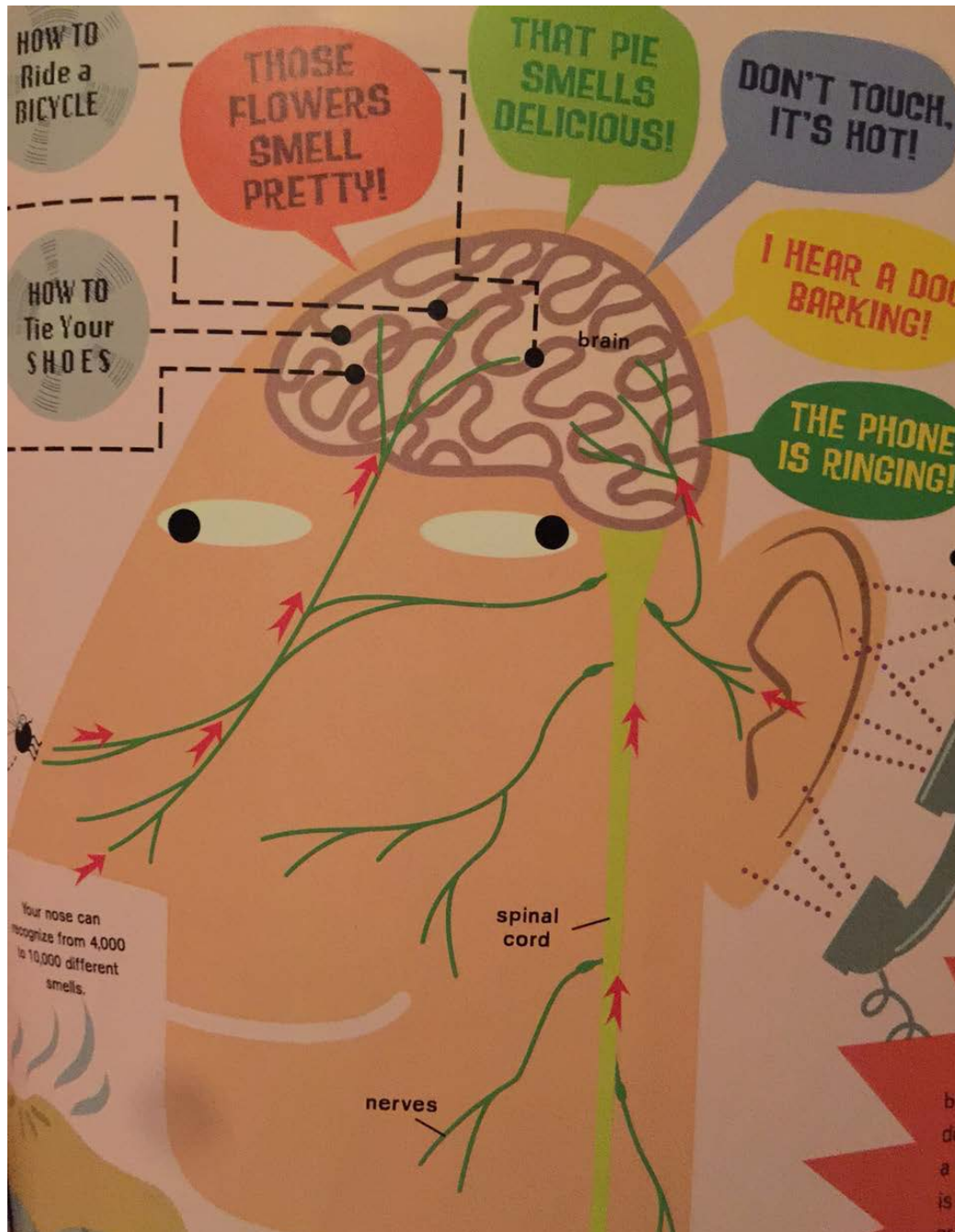
Your liver is like a chemical factory. It filters out poisons from your blood and stores important substances like vitamins and minerals that you need for a healthy body. It also produces a chemical called bile to help to digest your food.



Picture Walk, Picture Talk



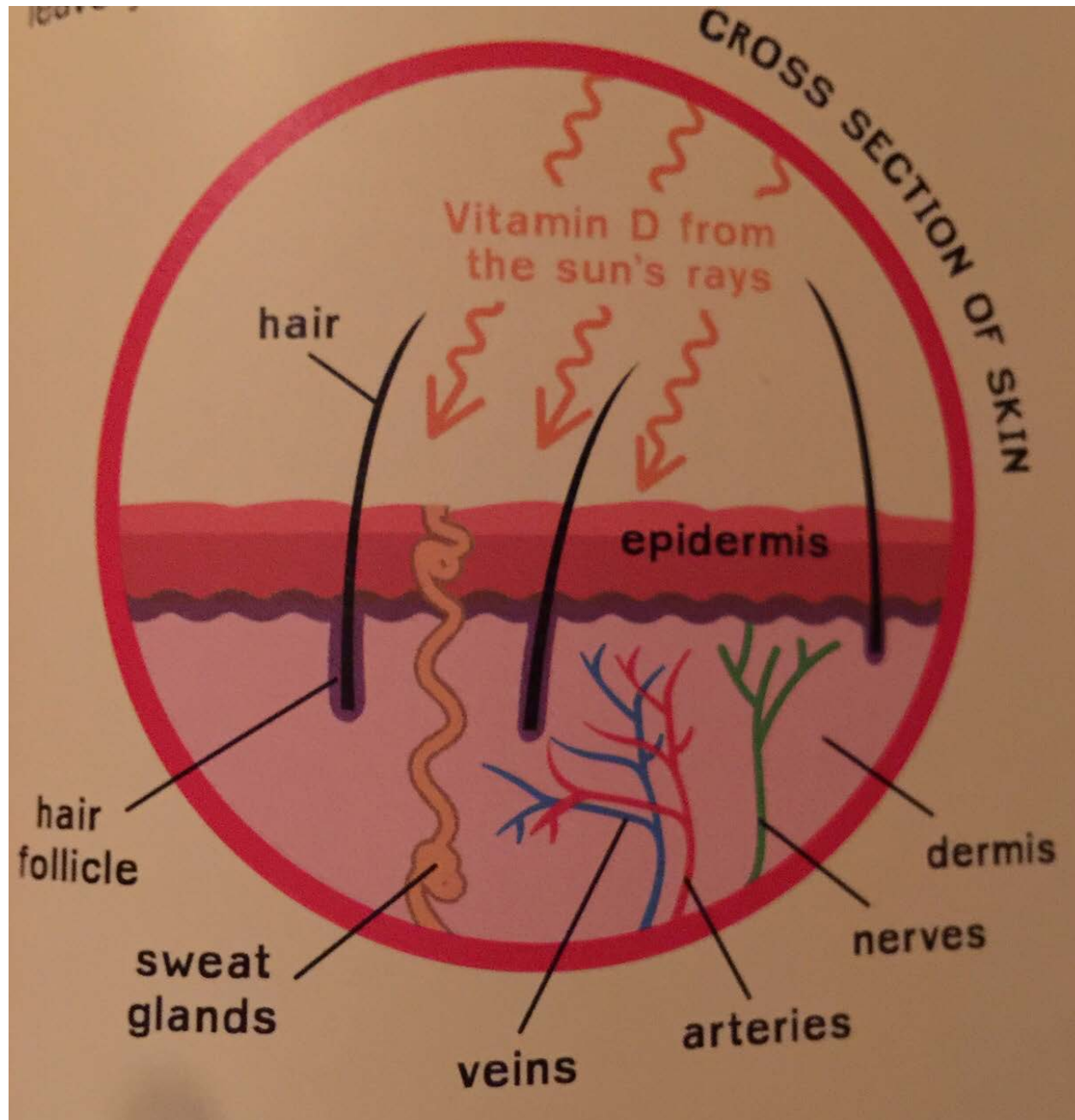
Picture Walk, Picture Talk



Picture Walk, Picture Talk



Picture Walk, Picture Talk




Asking & Answering Questions



- **Thinking**
- **TDQs**
- **Asking Own Questions**





Draw
attention
to...

The language of **Informational Text**

Science:

3rd person, academic, sometimes passive voice

Often present tense

Greek, Latin roots

History/Social Studies:

Usually past tense

Sequential

Some archaic language

Longer, denser sentences

Compound & complex sentences

Read closely: Language Analysis

In the same manner, the ear will receive sounds and send messages to the brain.

- *What (or who) is this sentence about?*
- *Does the sentence tell us what “it” is, what “it” has, or what “it” does?*

Read closely: Language Analysis

In the same manner, the ear will receive sounds and send messages to the brain.

direction, location

Tier 2 vocab; cognate?

more than one task

relation cue: comparing,
connecting to previous section

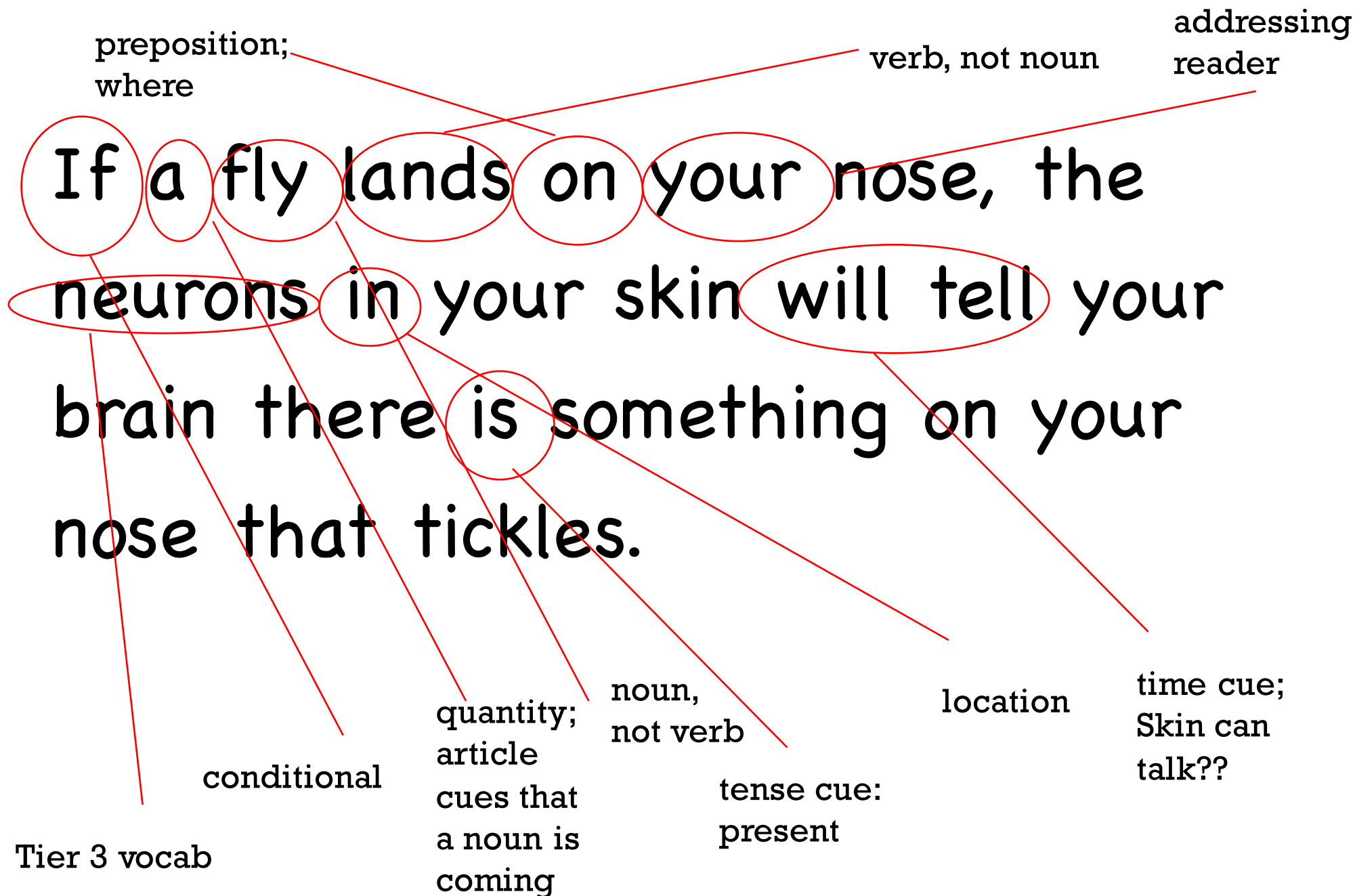
time cue

qty cue: one specific

Read closely: Language Analysis

If a fly lands on your nose, the neurons in your skin will tell your brain there is something on your nose that tickles.

Read closely: Language Analysis



Read closely: Language Analysis

Like a giant road map, the nervous system spreads out from your brain and spinal cord to every part of your body. The spinal cord is a thick column of nerves. Smaller nerves branch out from it. Neurons pick up signals—from a taste, a smell, or something you hear or touch—and, acting like messengers, deliver the signals to your brain. Then the brain sends messages back to the appropriate body parts.

Read closely: Language Analysis

What are some of the language demands of this text?

Like a giant road map, the nervous system spreads out from your brain and spinal cord to every part of your body. The spinal cord is a thick column of nerves. Smaller nerves branch out from it. Neurons pick up signals—from a taste, a smell, or something you hear or touch—and, acting like messengers, deliver the signals to your brain. Then the brain sends messages back to the appropriate body parts.

Read closely: Language Analysis

Which micro-structures do you see in this text?

Like a giant road map, the nervous system spreads out from your brain and spinal cord to every part of your body. The spinal cord is a thick column of nerves. Smaller nerves branch out from it. Neurons pick up signals—from a taste, a smell, or something you hear or touch—and, acting like messengers, deliver the signals to your brain. Then the brain sends messages back to the appropriate body parts.

Read closely: Language Analysis

Everything that is alive—grass, frogs, trees, people—is made up of cells. These cells, so tiny you need a microscope to see them, contain the material need to grow, plus information that tells what each plant or animal is made of. Some forms of life are only one cell. Human beings are made up of trillions of cells.

T

W

L

- Content-based article
- Post-reading activity

“I think...”

“I wonder...”

“I learned...”

T

I think science is important to making our bodies last longer because...

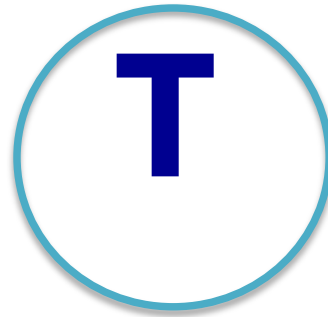
W

The text said that scientists can make artificial parts to keep us moving. I wonder, How do they work?

L

I learned that our bodies have many systems that work together like...

Your Turn:



- Read the text.
- Contribute to your team's chart.
- Use text evidence as the foundation for your comments (*the text says, because I read, the author wrote, etc.*).

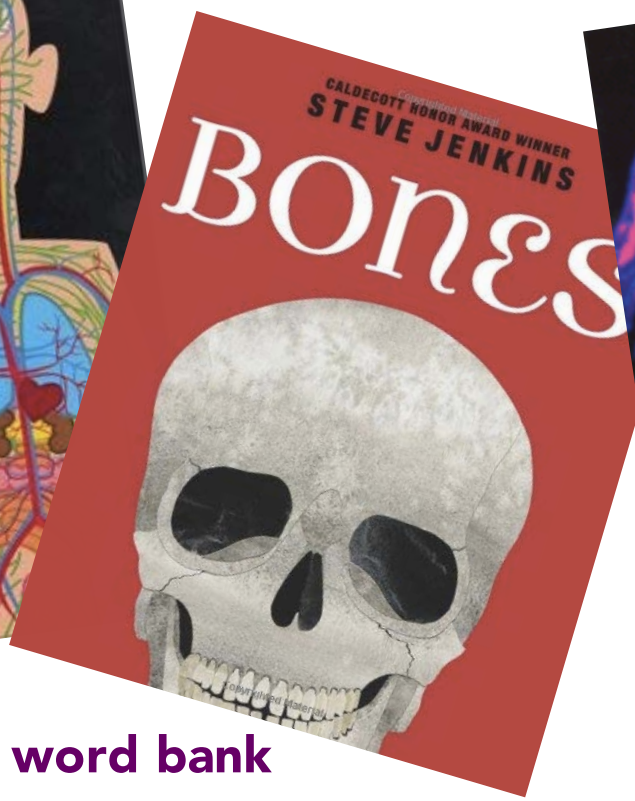
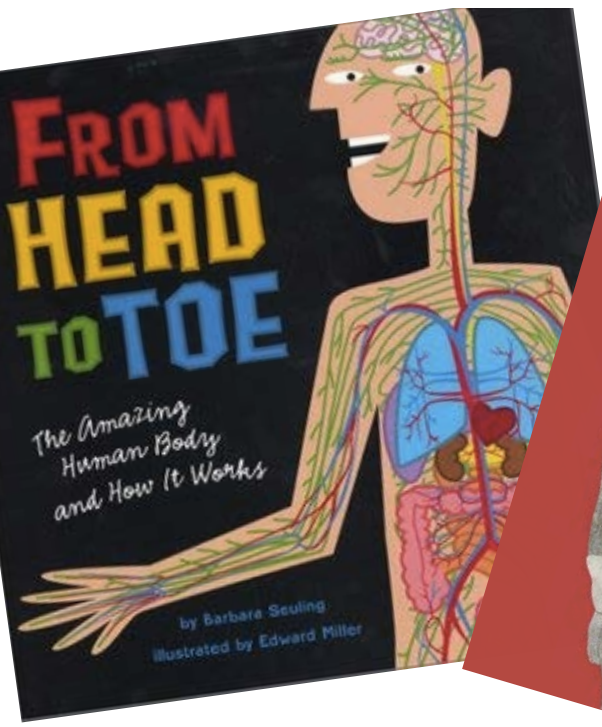
Each partner adds:

one or two **T**s, **W**s, **L**s in any order on your chart

Close the Loop

- Content vocab
- General academic language
- Academic language structures
 - Oral language practice

Connect to writing



Content word bank

Stems for academic language structures

Model

Shared or guided writing

Mentor texts

- Create a poster with illustrations and labels or captions to teach about one part of the human body.
- Write & illustrate an information teaching book about one of the body systems.
- Write a summary of learning about the human body.
- Write a first-person fictional narrative about what happens in your body when you, an apple, are eaten and travel through the digestive system.



What's one thing you want to remember?





THANK YOU!

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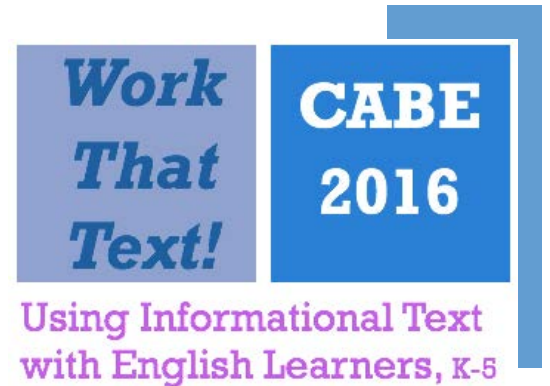
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