Using Informational Text with English Learners, K-5

Handouts available via goo.gl/ueYYJm

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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?

Data source 2014-15, CalEd Facts
The Framework says...

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

(CA ELA/ELD Framework, Ch. 2)
Challenges of Teaching with Informational Text

- Background knowledge
- Density of text
- Text organization, features & structures
- Tier 2 & 3 vocabulary
- Academic language structures
Addressing the Needs of English Learners: California’s *Both/And* Approach

**Designated ELD**

Use the CA ELD standards "as the focal standards in ways that build into and from content instruction" in order to develop language essential to content learning in English.

**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.”

*CA ELA/ELD Framework Ch 2, p. 79*
Choosing Text

- Well-written, high-interest
- Appropriately Complex with Embedded Supports
- Connections to grade level content
<table>
<thead>
<tr>
<th>Build Content Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read about it</td>
</tr>
<tr>
<td>Talk about it</td>
</tr>
<tr>
<td>Write about it</td>
</tr>
</tbody>
</table>
How do we scaffold access to content while integrating ELD during content learning?

- PLDs
- Text & Task
- Formative Assessments & Observations
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>
<thead>
<tr>
<th>Table of Contents</th>
<th>Index</th>
<th>Glossary</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headings &amp; Subheadings</td>
<td>Bold Type</td>
<td>Italics</td>
<td>Bullets &amp; Lists</td>
</tr>
<tr>
<td>Captions</td>
<td>Labels</td>
<td>Arrows</td>
<td>Keys</td>
</tr>
<tr>
<td>Photographs</td>
<td>Illustrations</td>
<td>Charts</td>
<td>Diagram</td>
</tr>
<tr>
<td>Call outs</td>
<td>Inset</td>
<td>Sidebars</td>
<td>Map</td>
</tr>
</tbody>
</table>
### Noticings in Informational Text

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

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

**Tiers of Words** *(Beck, McKeown, Kucan)*

<table>
<thead>
<tr>
<th>Tier</th>
<th>Characteristics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Everyday words, don’t require instruction</td>
<td><em>house, baby, pencil, happy, walk</em>…</td>
</tr>
<tr>
<td>Tier 2</td>
<td>General but sophisticated; high-utility vocabulary; familiar to mature language users; encountered across content areas</td>
<td><em>agree, compare, coincidence, argue, define, challenge, fortunate, comment, mention, admit</em>…</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Domain-specific, specialized vocabulary</td>
<td><em>Peninsula, isotope, photosynthesis, algorithm</em>…</td>
</tr>
</tbody>
</table>
# Identifying Words for Instruction

## Criteria for Identifying Tier 2 Words

(Beck, McKeown, Kucan, 2002)

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

Echo read the words chorally.

scientists laboratories artificial
repair injured replace
parts human
people attach
create recover
body surgery

damaged
# Probable Passage

1. Sort key words.

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHERE or WHEN</th>
<th>WHAT</th>
<th>WHY or HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Orally construct sentences using key words.

3. "Based on ..., I predict this text is going to be about..."

4. "I wonder..."
FROM HEAD TO TOE

The Amazing Human Body and How It Works

by Barbara Seuling
illustrated by Edward Miller

CONTENTS

THE AMAZING HUMAN BODY
A SOUND FOUNDATION: The Bones
A NEW TWIST: The Joints
MOVE IT!: The Muscles

INSIDE STORY: The Organs

MAPPINGS: The Skin, Hair, and Nails

14
16

20
28

30
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 gooey mucus in your stomach.

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 digest your food.
Picture Walk, Picture Talk

Down your back is a long trail of bones connected by a series of joints. This is your spine. It is made of 26 bones linked together. This makes it easy for you to bend your body forward, backward, and sideways.

A tough substance called cartilage covers the ends of the vertebrae (spine). Spaces between the vertebrae contain a soft, spongy substance called cartilage. The cartilage allows the vertebrae to move easily. The disks prevent the vertebrae from rubbing against each other.
Picture Walk, Picture Talk
Your skin is made up of billions of tiny cells. When cells grow old, they die and fall off. Thousands fall off every minute. If you take a bath and dry yourself off, a fine powder rubs off your skin. It's made of dead skin cells.

The amazing thing is new cells grow from below to replace the dead ones. As a matter of fact, your entire body makes a whole new layer of skin every month.

IT'S A GOOD thing you have skin wrapped around you. It covers your bones and muscles, and keeps your insides from spilling out. It also keeps out water, dirt, and germs.

Your skin can get hurt, and then it can't protect you from everything. You can cut yourself on a sharp object or bruise your skin when you fall. If you touch something hot or stay in the sun too long, you can get burned.
Picture Walk, Picture Talk

Vitamin D from the sun’s rays

cross section of skin

epidermis

hair follicle

sweat glands

veins

arteries

dermis

nerves
Asking & Answering Questions

- Thinking
- TDQs
- Asking Own Questions
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?
In the same manner, the ear will receive sounds and send messages to the brain.
If a fly lands on your nose, the neurons in your skin will tell your brain there is something on your nose that tickles.
If a fly lands on your nose, the neurons in your skin will tell your brain there is something on your nose that tickles.
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.
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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.
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: T W L

• 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 **Ts, Ws, Ls** in any order on your chart
Close the Loop

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

Connect to writing
• 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!

commoncore.tcoe.org

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ELA/ELD

Tulare County Office of Education
Jim Vidak, County Superintendent of Schools

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