Using Informational Text with SIFE Students Grades 5-12

April 25, 2014 8:30 AM - 1:30 PM

NYS/NYC Regional Bilingual Education Resource Network at Fordham
In collaboration with
NYS Language RBERN at New York University
and with
Children First Network 405
Agenda

1. Teaching principles, approaches and planning tools to guide the teaching and learning of SIFE/ELL Students
2. Selecting texts for SIFE learners and how to form text sets using “stair step” books on the same theme to stretch ELLs towards grade level texts
3. Planning oral language and literacy targets when teaching informational texts
4. Using strategies to engage learners in using text to promote academic reading and writing skills
5. Target grade level ELA Common Core State Standards and build close reading skills
Teaching Principles, Approaches and Planning tools to guide the teaching and learning of SIFE/ELL Students
Definition: Limited Formal Schooling Students

At or beyond the third grade, with no or very limited literacy in any language.

In the literature, these students have been called:
• Newcomer Students,
• Students with Interrupted Formal Schooling (SIFE),
• Students with Late Emergent Literacy, and
• Students with Limited Formal Schooling (LFS).

Factors which May Impact on SIFE Students
- Trauma
- Lack of Formal Education/Academic Gaps
- Literacy Needs
- Experience with Classroom Culture
- Culture Shock/Cultural Conflicts

Cloud, Genesee and Hamayan
Challenges that Arise When Teaching Basic Reading and Writing Skills to Students at Later Ages

Motivation is Key!

Abu Bamba
Challenges:

- Lack of Preparation of Secondary ESL Teachers to Teach Emergent Literacy Skills
- Insecurity Around Best Approaches to Use When Teaching Reading and Writing to LFS Middle and High School Students
- Limited Awareness of Initial Literacy Materials That Respect the Age and Interests of Middle and High School Students
- Inappropriate Literacy Approaches that are Based on a “Corrective” Rather Than “Developmental” Approach.
A Framework for Teaching Emergent Literacy Skills to Adolescent LFS Students
PRINCIPLES OF INSTRUCTION:

1. Keep Language Whole; Work from Whole Text to Smaller Parts of Text
2. Choose Interesting and Important Topics
3. Integrate the Teaching of Skills and Strategies Into Meaning-Centered Instruction
4. Integrate All Content Areas into the Theme (connected academic instruction)
5. Connect with Standards (CCSS, ELD) & Differentiate Expectations
Principles of Emergent Literacy Instruction for ELLs

1. Literacy activities should be meaningful, interesting and interactive to engage and motivate students.

2. Literacy instruction should build on and expand ELLs’ oral language skills in English and link to their background knowledge.

3. Reading and writing skills should be taught directly and modeled for students—in a meaningful way.

4. The component skills of literacy should be taught systematically, but in an integrated and meaningful fashion. High frequency words can be taught as sight words.
Principles of Emergent Literacy Instruction for ELLs

5. Reading instruction should be connected with writing instruction so that each can build on the other.

6. Give students lots of opportunities to read and write.

7. Literacy instruction must address all aspects of literacy--both reading and writing--for social and academic purposes.

8. Literacy at school must connect to and build on literacy experiences in the home and community.

Cloud, Genesee & Hamayan, 2009
Nancy Hadaway: A Narrow Bridge to Academic Reading

- Focus on one topic (increase background knowledge, recycle vocabulary)
- Use stair-step books (content, length, vocabulary, layout, amount of text)
- Branch out (build semantic webs as you go)
- Wide-angle to close-up (general to specific focusing in more and more)
- Concentrate on one author
- Channel reading into one subgenre (group books by genre or subgenre—e.g. diaries)
GIST: Meaning-Centered Instruction

• Tap or build background knowledge ("funds of knowledge")

• Teach using broad themes (connected learning)

• Teach small skills in a story or book frame

• Show how English works (model/demonstrate)
Explicit Lessons: 3 Critical Components:

Explanations: Explicit teaching of skills and strategies

Modeling: Teacher demonstrations

Scaffolding: Me---You & Me---You
Easier texts to more difficult; charts/cues to support the learner

Parker Fawson, Utah State University, Logan UT
Big Ideas So Far
Selecting Texts for SIFE/ELLs at different reading levels and Forming Text Sets using “stair step” books on the same theme to stretch ELLs towards grade level texts.
SELECTING READING MATERIAL

In addition to using a readability formula or leveling system, consider:

- Book length
- Book size
- Illustrations/graphics
- Type size/spacing
- Print layout
GUIDED READING
TEACH
SKILLS &
STRATEGIES

ORAL
LANGUAGE

Good Themes

FOCUS IN ON
ENCODING/DECODING
SKILLS (SIGHT
WORDS; PHONICS)

TAP
BUILD
BACKGROUND
KNOWLEDGE

MEANINGFUL
LEARNING
CONTEXT

Cloud 2000, 2009
Use Text Sets

- Provide students with opportunities to learn the same high-frequency vocabulary across a number of books, words that they can use in their own early writing.

- Permit students to develop schema associated with a particular theme and build networks of related concepts to talk and write about.

- Help students build confidence and fluency in reading; they have encountered these words and phrases before!

- Develop comprehension skills so they can tackle new books
A MODEL UNIT:
SOIL EROSION AND
THE DUST BOWL

Integrates ELA, Science & Social Studies
Builds Literacy Skills and Strategies
Educates Students About Their New Country
Our Theme: Soil Erosion and the Dust Bowl

Science is the Anchor for the Theme

Topics:
-- Erosion & Weathering
-- Soil Erosion/Conservation
-- Need for Crop Rotation (Agricultural Science)

Integrate Social Studies Topics:
-- The Dust Bowl; US History
-- US Geography
---- Wheat Price Fluctuations (Economics)

What Oral Language and Background Knowledge Do Students Need?
Big Ideas
USE ELP/ELD Understandings to Differentiate instruction for proficiency levels of students

What “Complex Text” is Depends on the Reader
## New Terminology!

<table>
<thead>
<tr>
<th>New Language Arts Progressions</th>
<th>Formerly English as a Second Language Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language Arts Progressions</td>
<td>Formerly Native Language Arts Learning Standards</td>
</tr>
</tbody>
</table>

## New Levels!

| 5 Levels of Language Progressions (Entering, Emerging, Transitioning, Expanding and Commanding) | Formerly 4 Levels (Beginning, Intermediate, Advanced and Proficient) |


<table>
<thead>
<tr>
<th>5 Levels of Language Development</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core Anchor Standard (RI.4):</strong> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
<td><strong>MAIN ACADEMIC DEMAND</strong> Analyze the Meaning and Impact of Word Choices</td>
<td><strong>GRADE LEVEL ACADEMIC DEMAND</strong> Determine Figurative and Connotative Meanings of Words and Phrases; Analyze Meaning and Tone of a Specific Word Choice</td>
<td></td>
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</tr>
<tr>
<td><strong>Common Core Grade 6 Standard (RI.6.4):</strong> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</td>
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</tbody>
</table>

When acquiring a new language, using grade level texts and appropriate supports, students are able to:

<table>
<thead>
<tr>
<th>Oracy and Literacy Links</th>
<th>Receptive</th>
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</thead>
<tbody>
<tr>
<td>L. Organize pre-taught words on a T-chart to determine the meaning of figurative and connotative words, as teacher reads aloud in partnership and/or teacher-led small groups</td>
<td>L. Organize words and phrases on a T-chart to determine the meaning of figurative and connotative words and phrases, as teacher reads aloud in partnership, small group and/or whole class settings</td>
</tr>
<tr>
<td>R. Organize pre-taught words on a three-column-chart (Column 1: specific sentence from the text; Column 2: same sentence using different words; Column 3: How do your changes alter the meaning and tone of text?) to determine the impact of a specific word choice on meaning and tone in the new and/or the home language.</td>
<td>R. Organize words and phrases independently on a self-created T-chart to determine the meaning of figurative and connotative words and phrases, as teacher reads aloud in partnership, small group and/or whole class settings</td>
</tr>
<tr>
<td>R. Organize pre-identified words on a three-column-chart (Column 1: specific sentence from the text; Column 2: same sentence using different words; Column 3: How do your changes alter the meaning and tone of text?) to determine the impact of a specific word choice on meaning and tone in the new and/or the home language.</td>
<td>R. Organize words on a partially completed three-column-chart (Column 1: specific sentence from the text; Column 2: same sentence using different words; Column 3: How do your changes alter the meaning and tone of text?) to determine the impact of a specific word choice on meaning and tone in the new language.</td>
</tr>
<tr>
<td>R. Organize pre-identified words on a three-column-chart (Column 1: specific sentence from the text; Column 2: same sentence using different words; Column 3: How do your changes alter the meaning and tone of text?) to determine the impact of a specific word choice on meaning and tone in the new and/or the home language.</td>
<td>R. Organize words independently on a self-created three-column-chart to determine the impact of a specific word choice on meaning and tone in the new language.</td>
</tr>
<tr>
<td>Level of Language Development</td>
<td>Entering</td>
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<td>-------------------------------</td>
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<tr>
<td><strong>PRODUCTIVE</strong></td>
<td></td>
</tr>
<tr>
<td>Oracy and Literacy Links</td>
<td></td>
</tr>
<tr>
<td>S. Use pre-taught words to complete sentence starters that analyze the meaning of figurative and connotative words in a text, in partnership and/or teacher-led small groups</td>
<td>S. Use pre-identified words and phrases to complete sentence starters that analyze the meaning of figurative and connotative words and phrases in a text, in partnership and/or small groups</td>
</tr>
<tr>
<td><strong>in the new and/or the home language.</strong></td>
<td><strong>in the new and/or the home language.</strong></td>
</tr>
</tbody>
</table>

**DRAFT FOR REVIEW**
September 11, 2013

**NLAP Reading for Information (RI)**
RI.4: RI.6.4
Common Core Grade 6 Standard (RI.6.4): Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**Linguistic Demands:** words, phrases and forms that support the analysis of word choice and impact. The following are some examples in English that may vary based on the language of instruction. In the first three levels, students can approach these linguistic demands in their new and/or home language.

**Receptive:**
- Identify **figurative meanings.** Words that produce an image in the reader’s mind.
- Identify **connotative words.** Words that can have a positive or negative connotation depending on the context in which they appear.

**Productive:**
- Determine and describe the meaning of connotative and figurative words.
- Determine and describe the tone (or mood) that specific words convey in a text.

**Example to Address the Linguistic Demands**

<table>
<thead>
<tr>
<th>Text Excerpt</th>
<th>Teacher Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the early part of the 20th century, the neighborhood known as the Ville, just a few miles north and west of downtown St. Louis and the Mississippi River profoundly changed the lives of all who grew up in it. During its heyday from the early 1920’s to the 1940’s the Ville was a self-contained island of Black enterprise and culture in a vast, white, segregated ocean. Chuck Berry was born here. Rock musicians of all ages can trace their roots back to him. <strong>He rose to stardom</strong> in the 1950’s with music featuring driving beats and catchy guitar riffs—short series of notes that repeat throughout a song. Berry’s <strong>groundbreaking</strong> sound combined rhythm and blues with country music. As a guitarist, he was known for his phrasing. Aerosmith guitarist Joe Perry described the way Berry grouped notes into quick bursts as “that double-note stop, where you get the two notes against each other and they make that rock &amp; roll sound.” Some people found his music earsplitting; some found it intense. Source: Pegg, Bruce. Brown Eyed Handsome Man. The Life and Hard Times of Chuck Berry. Routledge (2002).</td>
<td></td>
</tr>
</tbody>
</table>

- In a mini lesson and small group/whole class conversation, analyze how understanding the figurative and connotative words and phrases in a text enables comprehension:
  - **Figurative words and phrases** (in bold): words that create an image in the reader’s mind (i.e. can trace their roots, groundbreaking, self-contained island, enterprise, segregated ocean).
  - **Connotative word meanings** (underlined): words that can gather a positive or negative connotation based on the context in which they are used (i.e. earsplitting has a negative connotation whereas intense has a positive one in the text).
  - Describe the tone (or the mood that specific words convey). For example: stardom, groundbreaking, enterprise, intense (some of these words are in bold or underlined).
New Language Arts Progressions—Tied to Common Core

Address Grade Level Standards at Their Proficiency Level!
Planning Oral Language and Literacy Targets When Teaching Grade Level Texts
What are the common core standards making explicit?
Find Books at Appropriate Lexiles: Gr. 1 (190-530); Gr. 2 (420-820)

### Text Leveling Correlation Guide

**Grades K-6**

Because every reader is different, teachers often rely on a system of leveled books to match their students with just-right books. There are many systems and methods for leveling books and leveling characteristics may differ among the various leveling systems. This chart is designed to assist teachers in correlating the reading levels across five of the most commonly used K-6 leveling systems. This chart approximates how these levels correlate to each other and to school levels. This leveling correlation is presented for general purposes only. Teachers are encouraged to adjust this correlation according to their personal evaluation and professional judgment.

### Chart Details

<table>
<thead>
<tr>
<th>Grade</th>
<th>Guided Reading Level</th>
<th>Guided Recovery Level</th>
<th>STAAR Level</th>
<th>Lexile® Level (ATOS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Z</td>
<td>W</td>
<td>190-1180</td>
<td>6.0-6.8</td>
</tr>
<tr>
<td>5</td>
<td>X</td>
<td>V</td>
<td>1181-1350</td>
<td>5.5-5.9</td>
</tr>
<tr>
<td>4</td>
<td>S</td>
<td>T</td>
<td>1351-1520</td>
<td>5.0-4.4</td>
</tr>
<tr>
<td>3</td>
<td>R</td>
<td>M</td>
<td>1521-1690</td>
<td>4.5-4.9</td>
</tr>
<tr>
<td>2</td>
<td>Q</td>
<td>L</td>
<td>1691-1860</td>
<td>4.0-3.4</td>
</tr>
<tr>
<td>1</td>
<td>P</td>
<td>K</td>
<td>1861-2030</td>
<td>3.5-3.0</td>
</tr>
<tr>
<td>K</td>
<td>O</td>
<td>J</td>
<td>2031-2200</td>
<td>3.0-2.5</td>
</tr>
</tbody>
</table>

*Note: Lexile® Ranges to CCR*
Scaffolding for Text Complexity

- Introducing background knowledge
- Immersing students in more complex language exposure and usage that makes a difference in their ability to access knowledge
- Engaging students with carefully selected or constructed graphic organizers that make the structure of the text visible
- Modeling how to interpret the meaning of texts that use more complex approaches, like satire or rhetorical argument
- Engaging pairs or teams of students with more challenging texts as “buddies” and giving them opportunities to reflect on those texts through discussions with each other or through “buddy” journals
- Making 20 percent of their class reading “stretch” texts that help them reach beyond their reading level
Use Text Sets

Notice Publishers Who Offer Appropriately Leveled Books
Big Ideas
Integrated Skills Development

- Find Highly visual texts
- Use Thematic instruction/Text Sets for Practice
- Provide Language/Literacy Practice Opportunities
- Use a Meaning-Centered Approach with:
  - Embedded vocabulary development
  - Embedded phonics
  - Embedded sight word recognition
  - Embedded spelling
  - Connected early writing
Let’s Get In Partners For Text Analysis
Let’s Analyze Our Text to Set Emergent Literacy Targets

**Book Analysis Template**

<table>
<thead>
<tr>
<th>Name of Book:</th>
<th>Grade/Age Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency Level</td>
<td>Theme:</td>
</tr>
</tbody>
</table>

Background Knowledge Required by this Book:

Best Decoding Encoding Skills to Teach:

Sight Words in this Book:

Best Reading Writing Strategies to Teach with This Book:
What Is Soil?

Soil is the top layer of the earth.
Plants grow in soil.
Animals live in it.
Soil is made from rocks and rotting plants and animals. Soil also holds water and air.
Soil forms as rocks break down into tiny pieces. Bits of sand, silt, and clay are in soil.
Topsoil is rich in humus. Humus is dark, moist, and full of nutrients. Humus is made of rotting plants and animals. **passive verb construction “is made”**
Identify:

BACKGROUND KNOWLEDGE REQUIRED


http://books.google.com/books?id=6CbGpYr7qjgC&pg=PP3&dq=soil+basics+++Lindeen&hl=en&sa=X&ei=4CDXUpjOOLDnsAT4yYCQAQ&ved=0CEcQ6AEwBA#v=onepage&q=soil%20basics%20%20%20Lindeen&f=false
Looking for decoding skills to teach

<table>
<thead>
<tr>
<th>Phonics</th>
<th>Sight Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The sound variants of O</td>
<td>• It</td>
</tr>
<tr>
<td>• top, on (short vowel)</td>
<td>• In</td>
</tr>
<tr>
<td>• grow (vowel dipthong)</td>
<td>• Is</td>
</tr>
<tr>
<td>• Soil (vowel dipthong; other variant oy)</td>
<td>Other Choices:</td>
</tr>
<tr>
<td></td>
<td>• what</td>
</tr>
<tr>
<td></td>
<td>• of</td>
</tr>
<tr>
<td></td>
<td>• the</td>
</tr>
</tbody>
</table>
Teach Sound-Symbol Correspondence Systematically but Within a Meaningful Context

• Identify decoding skills to focus on throughout the theme.

• Do word work using the target words. Do picture sorts (things that grow; things we can do); or find rhyming words (blow, grow), for example.

• Use the words for handwriting practice.

• Teach letters in meaningful groups based on their utility for early decoding (e.g. initial consonants before final consonants, etc.)

Consonant Blends
- crop
- dry
- grow
- protect

Vowel Digraphs
- blow
- clay
- plant
- soil
- moist
Word Families
Here are the 37 most common phonograms and some of the 500 words they make up. Remember that although this list contains only one-syllable words, these phonograms will help students decode longer words, too.

--ab  cab, lab, blab, crab, flab, grab, scab, stab
--ack  back, pack, quack, rack, black, crack, shack, snack, stack, track
--ag  bag, rag, tag, brag, flag
--ail  fail, mail, jail, nail, pail, rail, sail, tail, snail, trail
--ain  main, pain, rain, brain, chain, drain, grain, plain, Spain, sprain, stain, train
--ake  bake, cake, fake, lake, make, quake, rake, take, wake, brake, flake, shake, snake
--am  ham, Sam, clam, slam, swan
--an  can, fan, man, pan, ran, tan, van, bran, plan, than
--ank  bank, sank, yank, blank, cranked, drank, thank
--ap  cap, lap, map, nap, rap, tap, clap, flap, scrap, slap, snap, strap, trap, wrap
--at  bat, cat, fat, mat, rat, sat, brat, chat, flat, spat, that
--ay  day, may, pay, say, clay, play, pray, spray, stay, tray
--eed  feed, need, seed, weed, bleed, freed, greed, speed
--ell  bell, fell, sell, tell, well, yell, shell, smell, spell, swell
--est  best, guest, nest, pest, rest, test, vest, west, chest, crest
--ew  dew, few, knew, new, blew, chew
--ick  kick, lick, pick, quick, sick, brick, chick, click, stick, thick, trick
--ight  knight, light, might, night, right, sight, tight, bright, flight, fright, slight
--ill  fill, hill, pill, will, chill, drill, grill, skill, spill, thrill
--in  bin, fin, pin, sin, win, chin, grin, shin, skin, spin, thin, twin
--ine  fine, line, mine, nine, pine, vine, wine, shine, spine, whine
--ing  king, ring, sing, wing, bring, cling, spring, sting, string, swing, thing
--ink  link, pink, sink, wink, blink, drink, shrink, stink, think
--ip  dip, hip, lip, rip, sip, tip, chip, clip, drip, flip, grip, ship, skip, strip, trip, whip
--ob  knob, mob, rob, blob, slob, snob
--ock  knock, lock, dock, rock, sock, block, clock, frock, shock, stock
--op  cop, hop, mop, pop, top, chop, crop, drop, flop, plop, shop, stop
--ore  bore, more, sore, tore, wore, chore, score, shore, snore, store
--ot  got, dot, hot, knot, lot, not, plot, shot, spot
--out  grout, scout, shout, spout, sprout
--ow  cow, how, now, brow, chow, plow
--uck  buck, duck, luck, cluck, stuck, truck
--um  gum, hum, drum, plum, slum
--unk  junk, chunk, drunk, shrank, stunk, trunk
--y  by, my, cry, dry, fly, fry, shy, sky, spy, try, why

Teaching Decoding to Older SIFE/ELLs

Phonics Instruction for Middle and High School ELLs

By: Kristina Robertson and Colorin Colorado (2009)

While it may seem the most expedient solution, it is not appropriate to put an older ELL student in a lower grade to receive the appropriate reading instruction. Age-appropriate activities integrated with academic content give older students the opportunity to make progress as readers.

I recently had the opportunity to teach summer school, and two of my sixth-grade students barely read at a first-grade level. This was very challenging for me, and I struggled to find the right way to address their need for phonics and comprehension instruction. Little by little, however, I began to find some simple strategies that worked for them, such as turning activities into a game. We began to make some progress, and I discovered some new ways to help older students build a stronger foundation of basic reading skills.

Before reviewing those strategies, however, it is helpful to understand where the difficulty lies when teaching phonics to older students.

Challenges

Teaching phonics to middle and high school English language learners (ELLs) poses the following challenges:

<table>
<thead>
<tr>
<th>Phonics: Challenges for Older ELLs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
</tr>
<tr>
<td>Phonics becomes a minimal part of the Language Arts curriculum for students in intermediate grades and above — it is assumed that students have learned the sound/symbol correspondence necessary to read by the upper elementary grades.</td>
</tr>
<tr>
<td>For ELLs who start their education in the U.S. after 4th grade, this can be very problematic because the intensive phonetic instruction they need is unlikely to be a part of their daily curriculum.</td>
</tr>
</tbody>
</table>

| **Limited literacy skills in native language** |
| Students who have not learned to read in their native language or whose native language does not use a phonetic alphabet may struggle to grasp the concept of phonetic relationships between sound and letters. |
| In addition, these students must master that concept while applying it to a new language. |

| **Unfamiliar vocabulary words** |
| Phonics instruction may also be tied to vocabulary words that are unfamiliar to ELLs. |
| Worksheets with "fat, cat, mat, hat" are not always effective with older learners because of the lack of context and meaning. |
| ELLs may not recognize all of the words listed in these drills, and they will not |
Teach High Frequency Words

Heibert et al. (2004) found that high-frequency words are particularly difficult for ELLs to read. Many are not phonetically regular (e.g. come) and they have meanings that are abstract (e.g. an) or ambiguous (e.g. saw). Sometimes they are homophones like their, there or have graphic features that are difficult for new readers to distinguish (i.e. the, then, them)
Dolch Sight Words In Our Lowest Book—
Soil Basics:

a, the
and, as
is, are
have, has
in, of, from, under, to, with
help, grow, see
big, all
down, not
you, what, their
How Can You Decide Which List to Use?

Sight Word Lists

1000 Most Common Words
by: Edward Fry

1-25
the of and a to in is you that it he was for on are as with his they I at be this have from

26-50
or one had by word but not what all were there was your

51-75
will up other about out many then than first these water

76-100
number no way could people my than first

All 120 Dolch words in alphabetical order

How Can You Decide Which List to Use?
<table>
<thead>
<tr>
<th>access</th>
<th>4</th>
<th>address</th>
<th>3</th>
<th>agreed(d)</th>
<th>3/3</th>
<th>alone</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>accident(s)</td>
<td>3/4</td>
<td>adequate</td>
<td>4</td>
<td>agreement</td>
<td>3</td>
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<td>1</td>
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<tr>
<td>accomplished</td>
<td>4/4</td>
<td>adjust(ed)</td>
<td>4/4</td>
<td>agricultural</td>
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<td>alongside</td>
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<td>accomplish(ed)</td>
<td>4/4</td>
<td>adjustment(s)</td>
<td>4/4</td>
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<td>already</td>
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<td>andrew</td>
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Not to be used for commercial purposes without the expressed consent of Elfrieda H. Hiebert. Based on S.M. Zeno et al. (1995). *The Educator's Word Frequency Guide*. TASA.
Use **Well-Chosen Excerpts** to Expand Outward to Near Grade Level Texts

- **Erosion:** Changing Earth's Surface
  - Gr. 4.1
  - Lexile 780

- **Soil:** A resource our world depends on
  - Gr. 5.6
  - Lexile 900
  - GRL M

- **SOIL EROSION AND HOW TO PREVENT IT**

- **Sand and Soil:** Earth's building blocks
  - Gr. 6.7
  - Lexile: 980

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**Advancing Our Students' Language and Literacy**
- The Challenge of Complex Texts
Gr. 5.6
GRL V

Soil
A resource our world depends on

What Is Soil?

Soil is one of Earth’s many natural resources. We sometimes call it earth, dirt, or mud. It is the top layer of the land. It is the natural material that grass, trees, crops, and other plants grow in. Soil may be just a few inches deep or it may be many feet deep.

What is soil made from?

Soil is made from a mixture of sand, small gritty pieces of rock, water, and dead plant material called humus. The amounts of these things from place to place will act like.

Read Aloud; Shared Reading Partner Read

Teach Key Concepts

Natural Resources; Materials Substances, Chemicals Mixture Nutrients

Soil is important for growing plants, including the vegetables, fruit, and cereals that we eat.
Teach Key Vocabulary through Concrete or Active Learning Approaches

NOUNS:
- Soil/dirt
- Layers (topsoil)
- Rocks
- Sand
- Silt
- Clay
- Humus

Wind
Air
Rain (water)
Plants/roots
Nutrients (bacteria)
Erosion
Crops
Farm (-s,-er,-ing)

ACTIONS:
- Grow
- Blow
- Plant
- Irrigate
- Protect

DESCRIPTORS
- Fertile
- Dry

Nitrogen Cycle
Actively Build All of the Vocabulary Sets As You Teach Reading and Writing!
Choose Your Own Vocabulary—Don’t Let the Text Tell You What to Teach

How Do Farmers Take Care of Soil?

In nature, the nutrients and organic matter in soil are constantly recycled. They are used by plants and animals and then returned to the soil when plants die or as bodily waste from animals. On a farm, nutrients and organic matter are taken away every time crops are harvested. The nutrients have to be replaced. Farmers use fertilizer to help the soil produce good crops. However, some of the fertilizers and chemicals used on farms can be washed off the land by rain and into reservoirs that people’s drinking water comes from.

Do organic farmers look after soil differently?

Organic farmers use as few chemicals as possible. They try to keep the soil as natural as possible so that safer and healthier food is produced.

What’s The Most Important Word to Teach in this Text?

organic, recycled, fertilizer, reservoirs, erosion, habitats
Using Strategies to Engage Learners in Using Informational Texts to Promote Academic Language, Reading and Writing Skills
Pre-Reading Activities for ELLs

By: Colorín Colorado (2008)

Pre-reading activities can engage student interest, activate prior knowledge, or pre-teach potentially difficult concepts and vocabulary. They also offer a great opportunity to introduce comprehension components such as cause and effect, compare and contrast, personification, main idea, and sequencing.

How pre-reading relates to ELLs

English language learners (ELLs) have great difficulty jumping into new texts without any background support. Students should know at least something about the topic before reading. Some topics may be unfamiliar to students, such as recreational activities at the beach if students have never been to the beach before. Pictures, drawings, or short skits can help develop relevant background information.

Students need to know at least 90% to 95% of the words they read if they are going to comprehend the text. Therefore, it is important to use several strategies to build background knowledge that leads to better reading comprehension and overall achievement for ELLs. It doesn't hurt to review many words we often take for granted — not only for the benefit of ELLs, but also for students who may not come to school with a rich vocabulary background or exposure to certain experiences.

Pre-reading strategies to increase comprehension

Before reading a selection aloud or before students read a text, try taking seven to ten minutes to build word and background knowledge. This should increase all students’ comprehension of the text.

Begin by reviewing the selection and identifying the main concepts you want to teach. Take into account your students’ potential knowledge of these concepts, including your ELLs. Decide how you might best make these concepts relevant and accessible to all of your students. This might be through a film, discussion, student reading assignment, or a text read by you. Try using a combination of three or four of the following strategies:

Do motivating activities You can use any activity that interests students in the text and motivates them to read it. For example, you can bring a real frog to class before reading a frog story.

Build text-specific knowledge

Activate students’ prior knowledge of a topic so that they can consciously use it as they read their text. For example, before reading a text with a jungle as the setting, ask students what they already know about jungles and discuss.

Relate to students’ lives This is a powerful way to motivate students to read and to help them understand what they will be reading. Before reading a story about winning and losing a race, for example, you might want to have your students reflect on the times they have won or lost a race or a contest.

Pre-teach vocabulary

In addition to pre-teaching traditional vocabulary words, include words that convey concepts that ELLs already know. For example, students may know the concept of finding something, but do not know the word find or...
Explicit teaching of reading comprehension skills will help English Language Learners apply these strategies to all subject matter.

In this article:

- Why reading comprehension skills are particularly important for ELLs
- Classroom strategies: Steps for explicitly teaching comprehension skills
- Other ideas

Examples of comprehension skills that can be taught and applied to all reading situations include:

- Summarizing
- Sequencing
- Inferencing
- Comparing and contrasting
- Drawing conclusions
- Self-questioning
- Problem-solving
- Relating background knowledge
- Distinguishing between fact and opinion
- Finding the main idea, important facts, and supporting details

These skills are particularly important for comprehending what is generally known as information reading or expository reading.

**Why reading comprehension skills are particularly important for ELLs**

English language learners (ELLs) often have problems mastering science, math, or social studies concepts because they cannot comprehend the textbooks for these subjects. ELLs at all levels of English proficiency, and literacy, will benefit from explicit instruction of comprehension skills along with other skills. Here is a way of thinking about the support your ELLs will need:
Developing Reading Comprehension in Older ELLs

Read ONLY:

1. Examples of Comprehension Strategies (p. 1)
2. Steps for Explicitly Teaching Comprehension Strategies (p 2)
3. Other Ideas (p. 3-4)

Reading Comprehension Strategies for English Language Learners

By: Colorin Colorado (2007)

Explicit teaching of reading comprehension skills will help English Language Learners apply these strategies to all subject matter.

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Soil is one of Earth’s many natural resources. We sometimes call it earth, dirt, or mud. It is the top layer of the land. It is the natural material that grass, trees, crops, and other plants grow in. Soil may be just a few inches deep or it may be many feet deep.

What is soil made from?

Soil is made from a mixture of sand, small gritty pieces of rock, water, and dead plant material called humus. The amounts of the different materials in soil vary from place to place. These materials stick to each other and act like a sponge, soaking up water. The water in soil contains natural chemicals. Some of these are taken up by plants and used as food. These substances are called nutrients. People need some of these substances, too. We get them by eating plants or animals that eat plants.

Teach Key Concepts
Natural Resources; Materials Substances, Chemicals Mixture Nutrients

Soil is important for growing plants, including the vegetables, fruit, and cereals that we eat.
What Reading Skills Can Be Taught?

• Use of visuals to support understanding
• Reading captions, titles
• Reading charts/graphs/maps
• Word recognition
• Identifying Informational text structure (with graphic organizers)
Use Graphic Organizers that Mirror the Text Structure; Record Key Terms For Future Use in Writing

- Erosion
  - crops, plants
  - dirt, soil
  - wind
  - rain
- drought
Help your students classify ideas and communicate more effectively. Use graphic organizers to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming. Select a Graphic Organizer from the following list of links.

- Clock
- Describing Wheel
- Flow Chart
- Ice-Cream Cone
- ISP Chart (Information, Sources, Page)
- Problem-Solution Chart
- Spider Map
- Story Map 3
- Time-Order Chart

- Cluster/Word Web 1
- E-Chart
- Four-Column Chart
- Idea Rake
- KWL Chart
- Observation Chart
- Sandwich
- Step-by-Step Chart
- T-Chart
- Tree Chart

- Cluster/Word Web 2
- Fact and Opinion
- Garden Gate
- Idea Wheel
- KWS Chart
- Persuasion Map
- Sense Chart
- Story Map 1
- Ticktacktoe
- Venn Diagram

- Cluster/Word Web 3
- Five W's Chart
- Goal-Reasons Web
- Inverted Triangle
- Ladder
- Planning Chart
- Sequence Chart
- Story Map 2
- Time Line

You have permission to print and copy these pages for classroom use.
What Reading Strategies Can be Taught?

- Previewing
- Prediction
- Summarizing/making conclusions as you go
- Thinking about the main idea
- *Text to Text, Text to Self, Text to World*
- If you don’t know a word, ask.
Using text features

• Table of Contents
• Glossary
• Index
• Captions
• Subheadings and Headings
• Bolding
• Italics
• On-page Glossing
Academic Words from the AWL (first list; most frequent words) that could be taught with this theme:

area
consist
environment
factor
issue
occur
process
source
Enhance Fluency

- Rereading
- Choral reading
- Paired reading
- Recorded books/recording of reading
- Reader’s theater

RECYCLE & PRACTICE
Increase Reading Opportunities with Online, Digital, Portable On-Level Reading (iPad, etc.)

$3200/yr. for 0-100 students

http://www.myon.com/

Capstone Digital
Living with Erosion

People have learned ways to help stop the erosion they cause. Farmers plant trees to block the wind. They plant seeds in strips instead of plowing all the soil at once. They grow crops on hillsides in patterns so rain won’t wash away the soil.

Ranchers are learning not to let their cattle and sheep eat all of the grass. Loggers are cutting down some trees and letting others stand. We can't stop all of the causes of fast erosion, but we can do our best to slow it down.
Introduce the Dust Bowl Topic (Social Studies) and Connect to ELA-Graphic Novels
Start by Linking Selections from Soil/Erosion Books (Short Selections on Dust Bowl Topic Near Grade Level)

- **Gr. 4.1**
  - Lexile 780
  - Erosion

- **Gr. 5.6**
  - GRL V
  - Soil

- **Gr. 6.7**
  - Lexile 98
  - Sand and Soil

*Use As Read Aloud*
The dust bowl

The farmer raised his hand to shelter his eyes from the swirling debris as a great gust of wind whipped across the farm. As the wind blew, valuable topsoil was lifted from the parched open fields. Several years of little rain made the soil light and dry. The gales swept the brown soil up into the sky, forming a black blizzard. The dark cloud of wind carried the soil eastward, covering homes and cars thousands of miles away in dirt. Without the rich topsoil, the farmer’s land could no longer produce crops. With no crops to sell, many farmers lost their livelihoods. This period in history has been given the name “The Dirty Thirties.”

The soil became so poor that nothing would grow in it. Farmers were unable to make a living from the land and thousands left to look for work elsewhere. Rain finally returned and ended the drought in 1939.
Use Excerpts from a Range of Texts
(Stairstep Books)

THE DUST BOWL
by Janet Lee
Gr 3.5

Picture the Past
Life in the DUST BOWL
Gr 4.2
GRL 0

We the People
The Dust Bowl
Gr 4.9
GRL Z
Lexile 750
Use Excerpts to Move Towards Near/On Grade Level Texts

Lexile varies 830-1010, approp/ for Gr. 5 to 9. Our selection is Lexile 980

http://www.cobblestonepub.com/resources/cob0304t.html
Why text sets?

- CCSS explicitly call for reading sets of related texts.
- Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period (NGA + CCSSO, 2010).
- Standard 9 asks children to identify similarities in and differences between two texts on the same topic.
- This includes informational text on children’s websites; recorded books and so forth.

Tap Skills Low Readers Bring to Text

- Use of visuals to support understanding
- Reading bold text, titles, captions
- Reading charts/graphs/maps

**Types of Graphics:**

- Photographs (labeled or not labeled)
- Captioned Graphics
- Cross-sectional diagrams
- Flowcharts
- Insets
- Maps
- Surface diagrams
- Tables
- Timelines
- Speech bubbles

CCSS emphasize understanding and using graphical elements

- **Alternate Route to Information** (supplemental)  
  or
- **Visuals that Extend the Text**

60% of graphics in Gr.2-3 info texts convey information not given in the text (Fingeret, 2012)
Partner Work

- What Kinds of Graphics Do You See?
- Do your Graphics Supplement or Extend the Text?
Teach the importance of reading graphics by giving a graphic organizer (Venn) to show what information was found in the text and what information was found in the graphics (or found in both)
Reading Literature Common Core Standard:

- Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.RL.7.7 (Grade 6, 7, 8) Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film.

- CCSS.ELA-Literacy.RL.11.7 (Grade 11-12) Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text.
BUILD BACKGROUND KNOWLEDGE AND VOCABULARY ACROSS YOUR TEXTS
Teach About the US: Dust Bowl States, US History and Geography; Topography

• Location of the Midwest (map skills)
• Westward Movement, Migration (tie to their own)
• The Great Depression and Recovery Efforts (hardships and resiliency)
• FDR (US Presidents)
• Conservation Efforts
• Crops Grown in the Midwest (importance of the wheat crop)
Build Background Knowledge and Oral Language Base First That Support Your Text Set

• Use visuals, maps, charts and graphics
• Use photographs that capture the story
• View short video segments to extend understanding
Effects on the People Who Lived in Those States
Locations in the US where the Dust Bowl took place
Then Use Videos to Build Background Knowledge (sound on/off)

http://www.youtube.com/watch?v=guTek7ipD4U
Teach Key Words with Concrete or Active Approaches

**Nouns:**
- Dust (Bowl)
- Soil/dirt/land
- Farm(-er, -s)
- Crops (wheat)
- Trees/grass/roots
- Plant (s, -ing, -ed)
- Midwest (Great Plains)
- Depression
- Conservation
- Midwest (Great Plains)

**Actions:**
- Grow
- Blow (across)
- Block out (the sun)
- Dry out
- Leave
- Drop (prices)

**Descriptors:**
- Strong
- Stubborn
- Difficult
- Bad, worse, worst
- Hard, harder (hardship)
- Dry
- Fertile

**Reading Numerals**
- (Years, cardinal numbers, numbers in words)
- 1936; 18 years, five
- Reading prices (dollars and cents)
- Understanding mph (optional)

**Semantic Clusters of Words**
CHAPTER 3
LIFE IN THE DUST BOWL

In 1931 a drought hit the Midwest. Nothing would grow anymore in the soil of the Great Plains. Farmers lost their crops and then their farms. Banks closed, and people were forced to leave their homes. Just when everyone thought things were at their worst, the winds began to blow.

Black blizzards of windblown soil blocked out the sun.

People in the Midwest called it the black blizzard. Winds would blow across the plains, picking up all the loose soil in the fields. The winds would whip so much dirt into the air that the sky would turn black. Fourteen of these storms were reported in 1932 alone. The next year, there were 38.
Farmers were taught new ways to protect the soil. They learned to rotate crops. They started letting some of their fields lie fallow, or unplanted. They began plowing and planting their fields to conserve water. The farmers were ready. Now, all they needed was rain.

Fields lie fallow to store moisture.

Conservation methods helped to heal the land.

Recovery
In 1939 the drought finally ended. The rain helped make the soil fertile again. Farmers used their new conservation methods to grow crops. The economy improved, and people found jobs again. But no matter how good things got, no one would ever forget the horrors of the Dust Bowl of the 1930s.
During the war years and throughout most of the 1920s, there was plenty of rain on the Great Plains. The wheat crops were good. But farmers began noticing that the land was changing. As the soil started to dry out again, the Great Depression hit in 1929. Wheat prices suddenly plunged. Farmers tried to grow twice as much wheat to make up the difference.
Listening and Speaking Common Core Standard:

- **Comprehension and Collaboration**
- **CCSS.ELA-Listening and Speaking.LS.7.1.** Engage in a range of collaborative discussions (one-on-one, in groups and teacher lead) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

  - c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
Writing Common Core Standard:

- **Text Types and Purposes**
- **CCSS.ELA-Literacy.W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
  - b—**Develop the topic** with relevant facts definitions, concrete details, quotations or other information and examples
  - c—**Use appropriate transitions** to create cohesion and clarify their relationships among ideas and concepts
  - f—**provide a concluding statement**.....
I found the unit on soil erosion interesting for several reasons:

First....
Second....
Third....

I found that....
I also learned....
It was interesting that....
Finally.....
Soil is made from ________ and ________.

Humus is _____, _____ and ________.
(adjective) (adjective) (adjective phrase)

Soil forms when ______________________.
Keep as simple lists
Bulleted Phrases or
Paragraph Form
Logs Individually or
with Partners

Keep on a Regular
Basis—so get
regular practice
writing in their new
language about
content area topics
Connect with students’ lives through *Text to Self Activities*

Harsh Weather Events Students May Have Experienced

- Droughts; Famine
- War and It’s Effects: Migration; Disease
- Hurricanes
- Earthquakes
Building Close Reading Skills with Documentary-Style Graphic Novels
ROCKS
AND THE PEOPLE WHO LOVE THEM

By Nel Yomtov
Illustrated by Timothy Foss

Capstone Press, www.capstone.pub.com
Even if you don’t always notice it, rocks slowly and steadily change.

The forces of nature wear away all rock. Erosion breaks down rocks with the relentless force of waves, running water, and ice.

Even gentle rainfalls, air, and very hot and cold temperatures can break down rock.

When a rock breaks down without being moved, the process is called weathering.

Chemical weathering occurs when rainwater mixes with chemicals in the air. The water dissolves minerals in a rock.

The rock wears down or its color or texture changes.
Comic Relief for Newcomer and Interrupted-Formal-Education ELLs
Yuliya Ardasheva, Ph.D., Washington State University, Tri-Cities, WA TESOL Convention 2014

I. Summary Study Skill: Fill in the detail boxes. Then write a short (1-2 sentences) summary of the passage.

#1
- Passage 1
  - Detail
  - Detail
  - Detail
  - Detail
  - Summary

#2
- Passage 2
  - Detail
  - Detail
  - Detail
  - Detail
  - Summary

#3
- Passage 3
  - Detail
  - Detail
  - Detail
  - Detail
  - Summary

#4
- Passage 4
  - Detail
  - Detail
  - Detail
  - Detail
  - Summary
II. Summarize Passages #1 through #8 in 1-2 sentences using the sentence frames below (What is the main idea of the reading selection?):

<table>
<thead>
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<th>This reading selection describes/explains…</th>
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III. What are the 3 ideas that you will remember from the reading selection?

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

What new vocabulary will you remember from the reading selection?

______________________________________________________________
Passage 1

Igneous rocks come from the superhot areas below Earth’s surface. They form when magma rises, cools, and hardens. Magma reaches Earth’s surface through volcanic activity.

Passage 2

Most volcanic activity is caused by movement of the tectonic plates in Earth’s crust. These giant slabs of rock slide around on the upper part of the mantle.

Passage 3

Some types of igneous rocks form when lava from a volcano cools. Other types form when magma cools beneath Earth’s surface.

Passage 4

Scientists often classify igneous rocks by how they formed. For instance, pyroclastic rocks form when globs of lava, rock, and ash shoot out of a volcano. The lava cools and hardens as it soars through the air.

Example for Passage 4

Pumice is a pyroclastic rock. It forms when volcanic gases blow apart lava and ash. Some pumice is so light and airy that it floats in water.
II. Summarize Passages #1 through #8 in 1-2 sentences using the sentence frames below *(What is the main idea of the reading selection?)*:

<table>
<thead>
<tr>
<th>This reading selection is about…</th>
<th>This reading selection describes/explains…</th>
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III. What are the 3 ideas that you will remember from the reading selection?

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

What new vocabulary will you remember from the reading selection?

__________________________________________________________
Key Resources

Heinemann, 2009

Prentice Hall, 2007
More Key Resources

How to Design and Implement a Newcomer Program

Brenda Custodio

Helping Newcomer Students Succeed in Secondary Schools and Beyond
Deborah J. Short
Beverly A. Boyson
More Key Resources

Supporting English Language Learners with Limited Prior Schooling
A practical guide for Ontario educators
Grades 3 to 12

Breaking New Ground
Teaching Students with Limited or Interrupted Formal Education in U.S. Secondary Schools
Andrea DeCapua & Helaine W. Marshall

Michigan
NEWCOMER RESOURCES

http://teachingrefugees.com/

http://www.brycs.org/clearinghouse/Newcomer-Programs-and-Students-with-Interrupted-Formal-Education.cfm
Nancy Cloud
M.Ed. in TESL Program
Rhode Island College
ncloud@ric.edu