

The background features a dark, textured surface with various white, chalk-like illustrations. These include a large letter 'V' in the top left, a globe in the top center, a microscope on the left side, a stack of books at the bottom left, a plus sign at the bottom center, an open book at the bottom center, a percentage sign at the bottom right, and a less-than sign at the bottom right.

Cross-Curricular Conversations for ELLs: **Making Content Instruction** **Comprehensible**

Patricia George, New Brunswick Public Schools

2018 NJTESOL Spring Conference

Friday, June 1st (Conference Room B: 10:00am – 11:15am)

Making Content Instruction Comprehensible for ELLs

- This workshop will address how to effectively manage the complexity of skill, content, and English language development during instruction.
- Making cross-curricular instruction accessible requires appropriate instructional materials for reading and learning from expository text found in content instruction.



For Educators



Before, During, and After Reading

Overall Strategies



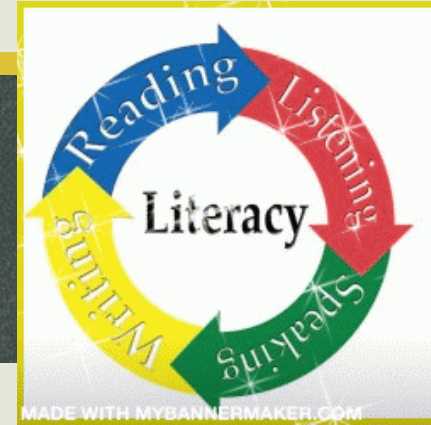
Before, During, After

- Focus instruction on before, during and after phases of learning.
- Provide students with modelling, teaching, guided practice, and ongoing feedback.
- Explicitly teach literacy strategies, but gradually release responsibility to the learner.

Opportunities for Success

- Encourage risk-taking and view errors as part of the learning process.
- Encourage students to set goals for their own learning.
- Provide accommodations to support the learning.

AGENDA: Think Literacy! Cross Curricular Approaches



Getting Ready to Read:

- Building Background
- Analyzing the Features of a Text
- Anticipation Guide

Engaging in Reading:

- Using Context to Find Meaning
- Making Inferences
- Identifying Most/least Important Idea(s) and Information
- Sorting Ideas Using a Concept Map

Reacting to Reading:

- Making Judgements

The background features a dark, textured collage of white line-art icons. These include a globe, a book, a microscope, a pair of glasses, a pencil, a ruler, a compass, and various geometric shapes like circles and triangles. The icons are scattered across the dark background, creating a scholarly or educational theme.

Getting Ready to Read

Build Background
Analyze Text Features
Anticipation Guide



Build or Connect Students' Background Knowledge to Content

Build	Connect	Language
Connecting unknown with the known helps with visualization	Cross-content application of concepts helps tie learning together, making it more comprehensible	Data provides effective data to determine areas of strengths, and areas of focus, in order to drive instruction
Incorporating technology offers audio/visual support in various contexts	Opportunities to see, hear, and practice content <i>and</i> language	Reinforce key concepts and vocabulary
Define and discuss key vocabulary, figurative language, slang <i>before</i> reading	Provide cross-cultural references, cognates, “borrowed” language	Provide curriculum that addresses all four language processes

Analyzing the Features of a Text

Preview, Analyze, Find Patterns

Purpose

- Learn how to navigate subject-specific textbooks and resources.

Payoff

- Use strategies for effectively previewing and locating information in different texts, using the table of contents, indices and/or navigation bar.

Practice

- Reading: Encourage students to preview the features of a text before they read the content
- Listening / Speaking: Have partners share their previewing strategies
- Writing: Have students create text search prompts for other course-related materials


Nonfiction Text Features


Bold Print

Colored Text

Italics

Big Text
Small text

Diagrams


Timelines



Highlighted Text

Index
Egypt 2,4,6
King Tut 3,5,7
pyramids 10,11

•Bullets
•Bullets
•Bullets


Table of Contents
Greece.....3
Rome.....5
China.....7



Glossary
amnesty-pardon
barter-trade
capital-cash
decade-ten years

Graphs


Tables/Charts

# of casualties	Jan	Feb
2011	1	2
2012	3	4

Maps


Pictures and Captions
Caravel   Egypt's Sphinx

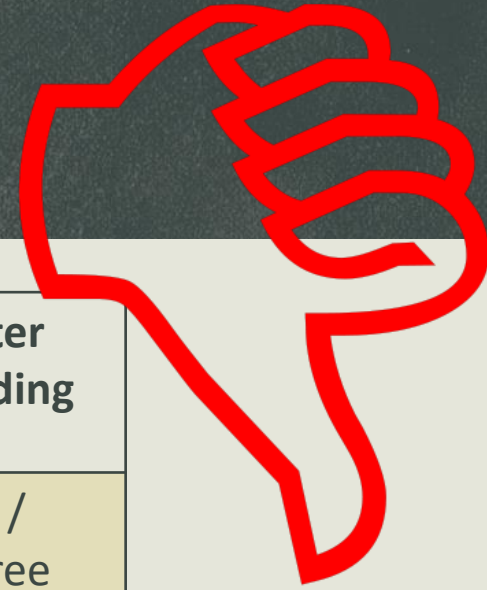
Created by Tamara Cox, Palmetto Middle

Text-Features: Prompts

1. **COLORED BOX**: On page _____, what is the purpose of the colored box (e.g., highlights an added illustration of a concept, or provides a profile of someone in a subject-related business/industry)?
2. **DIAGRAM**: What diagram appears on page _____? What provides an explanation of that diagram? How is it connected to other information on that page?
3. **INDEX**: In the Index, how many page references are there for _____? Which reference provides you with the most complete information on the topic?
4. **SUBHEADINGS**: In Chapter _____, how many subheadings appear throughout the chapter? Where is the sub-heading that identifies _____ (e.g., an investigation, summary, activity)?
5. **PERIODIC TABLE / MAP**: Open the text to page _____. Why is this page important to the text and to the context of this subject (e.g., It may provide a framework for understanding the chapter.)?
6. **ITALICS**: Turn to page _____. Read the first paragraph and find the words in italics. What is the purpose of this feature?
7. **BOLD-FACE**: Open the text to pages _____ and _____. Scan the words in bold-face type. Why did the writers use this feature?
8. **GRAPHIC**: Open the text to page _____. Look at the graphic (e.g., map, photograph, graph). What is the purpose of this feature?

Anticipation Guide

Sample Statements / Social Studies



Before Reading	Statements	Text Page #	After Reading
Agree / Disagree	A good citizen always does what the government tells him/her.		Agree / Disagree
Agree / Disagree	Citizens of a country should be given priority in making any decisions about it.		Agree / Disagree
Agree / Disagree	Whenever there is a disagreement, majority opinion should rule.		Agree / Disagree
Agree / Disagree	Criminals eventually get what they deserve.		Agree / Disagree

The background of the slide is a dark grey chalkboard with various school-related items drawn in white chalk. On the left, there is a globe showing continents. Above it, a pair of scissors is drawn. To the right of the globe, there are several large, bold letters like 'A', 'V', and 'Z'. In the top right corner, there is a drawing of a book. On the far right, a microscope is sketched. At the bottom, there are more letters and geometric shapes.

Engaging in Reading

Using Context to Find Meaning in Content

Making Inferences

Identifying Important Ideas

Sorting Ideas Using a Concept Map

Using Context to Find Meaning



Context clues include:

Definition

Example

Description

Illustration

Clarification

Comparison

Elaboration



- A typical textbook page may contain ten or more terms that students have difficulty understanding. Some textbooks put these terms in bold print.
- Reading is a process of finding meaning in text. Writers use overt and subtle ways to convey the meaning of words and concepts.

Making Inferences from a Job Ad

Sunil and Moira are applying for jobs they saw advertised at a busy restaurant in the shopping mall. They are both to be interviewed for a job at the restaurant.

How might they prepare for their interviews, considering the requirements listed in column 1?

In column 2, write some things the applicants might say to show their qualifications.

You can encourage students to make inferences by providing sentence starters similar to the following:

- Based on... I predict that...
- I can draw these conclusions...
- Based on this evidence, I think...

Requirement	Possible Things to Say
Cleanliness	
Outgoing Personality	
Reliable Work Habits	
Punctuality	
Excellent Attendance	
Organizational Skills	

Making Inferences

Reading Between the Lines to Infer Meaning

- Have students explain what they think might be happening in the following situations:
 1. A man arrives at the home of a woman with red roses and a diamond ring.
 2. Your neighbor, married about a year ago, is shopping for diapers and baby formula.
 3. A car containing two men has been parked in front of your neighbor's home every day for a week.
 4. A car stops at a gas station in the middle of the night and a woman rushes in asking to use the telephone.
 5. A friend of yours suddenly begins buying everything in sight – fancy food, expensive clothes, a big-screen TV, a dishwasher, and a new car.

Most / Least Important Ideas

What Teachers Do

- **Before Reading**
- Select a passage from a content-area text.
- Give students time to read the passage.
- Read the passage aloud to students, asking them to think about the most important and least important idea(s).

What Students Do

- First read the passage silently, then listen to the passage being read, while thinking about their own choices for most important and least important idea(s).
- Record most important and least important ideas on a “T” chart after the teacher has modeled a think-aloud through the passage.

Identifying the Most or Least Important Idea(s)

- Read the text and record (exactly) the most important and least important ideas and information.
- When you have finished, write what you believe to be the key idea from the whole text.
- Title of textbook, chapter, or article:

- Pages read: _____ Purpose for reading: _____

Most Important Ideas & Info	Least Important Ideas & Info
Key idea from this passage	

Concept Mapping

- A *concept map* is a way for students to visually organize their understanding of information. It is hierarchical in nature, beginning with the subject or topic at the top or side of the page, and then branching into subtopics and details.

Purpose

- Record ideas during reading.
- See the relationships among ideas and distinguish between main ideas and supporting details.

Payoff

- Students will:
- Remember important details from the text.
- Organize information in a memorable and accessible way to help with studying.

Sorting Ideas Using a Concept Map

Concept



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graph TD; A[Concept] --- B[Definition]; B --- C[Evidence]; C --- D[Examples or Summary]
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Definition

Evidence

Examples or Summary

A dark grey background featuring a collage of white, hand-drawn educational icons. These include a globe, a stack of books, a microscope, a pair of compasses, a ruler, and various geometric shapes like circles and triangles.

Reacting to Reading

Making Judgements: Critical Thinking

Making Judgements: Encouraging Critical Thinking

Both Sides Now		
Evidence that Supports	Question or Statement	Evidence that Opposes
Decision		
Reasons		

- Editorials, magazine articles, and reference materials often present one side or viewpoint on a particular issue, or limit one of the viewpoints.
- Students may need to read several short selections on the same issue or topic to fully consider both sides of an issue before making a judgement based on the evidence provided.

English Language Domains



Listening

- Distinguish sounds
- Use active listening skills
- Extract meaning

Speaking

- Practice speaking with peers
- Pair work
- Small group discussion
- Listen to recordings while viewing text before reading aloud
- Presentations

Reading

- Define and apply key concepts, terms, phrases
- Read different text forms
- Recognize non-fiction organizational patterns

Writing

- Generate ideas
- Develop and organize ideas
- Revise and edit
- Write for a specific purpose
 - Templates
 - Summary writing basics
 - 3 part thesis development

Additional Literacy Resources: Make Content Comprehensible for English Learners

Oral Communication

Pair Work:

- Think/Pair/Share
- Timed Retell

Small-group Discussions:

- Group Roles
- Determining Key Ideas
- Discussion Web

Whole-Class Discussions:

- Discussion Etiquette
- Triangle Debate

Presentations:

- Presentation Modeling
- Communication

Generating Ideas to Write

Setting the Context

- What Do My Readers Want to Know?
- Adding Content (Pass It On!)

Developing and Organizing Ideas:

- Mapping
- Supporting the Main Idea
- Adding Details

Revising and Editing:

- Reorganizing Ideas
- Asking Questions to Revise Writing
- Peer Editing
- Proofreading Without Partners

Writing for a Purpose