

# Reading and Writing for Multilingual Learners

NJTESOL/NJBE Conference 2019

Maggie Churchill, Cynthia Lundgren

# Workshop Objectives



1. To develop awareness of genre-based pedagogy through:
  - a. The Teaching and Learning Cycle,
  - b. Key Language Uses (genres)
2. To introduce activities that deconstruct language features of text to support reading for meaning
3. To introduce joint construction of text to support language development



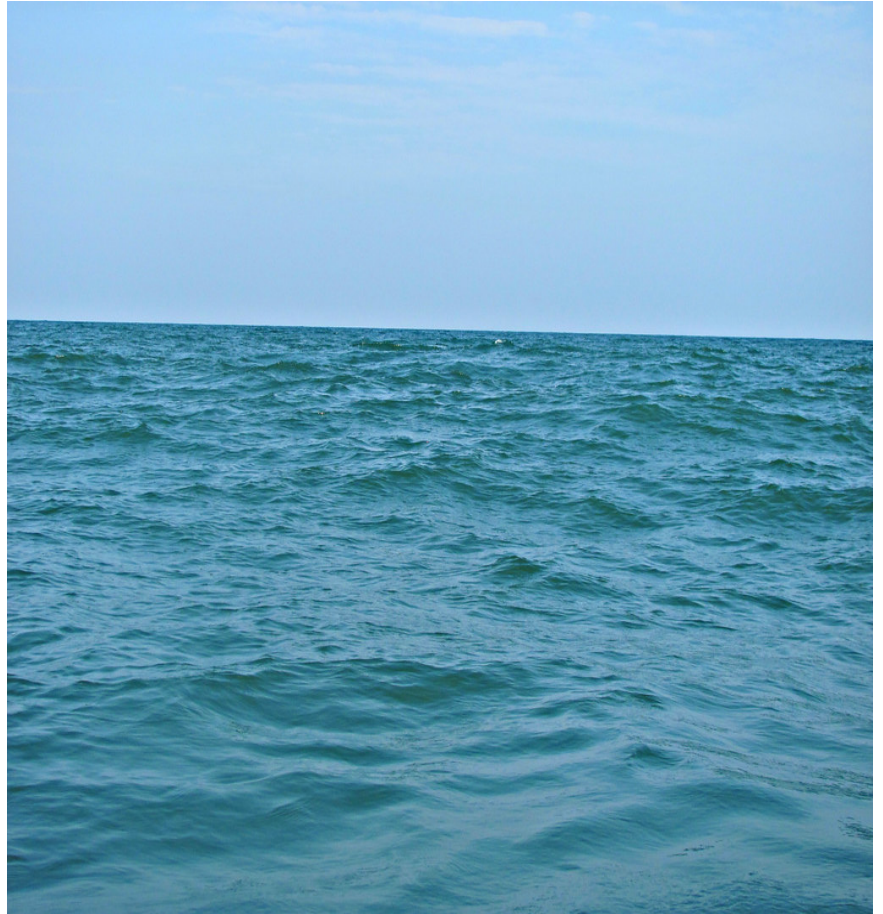


# Prepare, not repair





# Go Deep

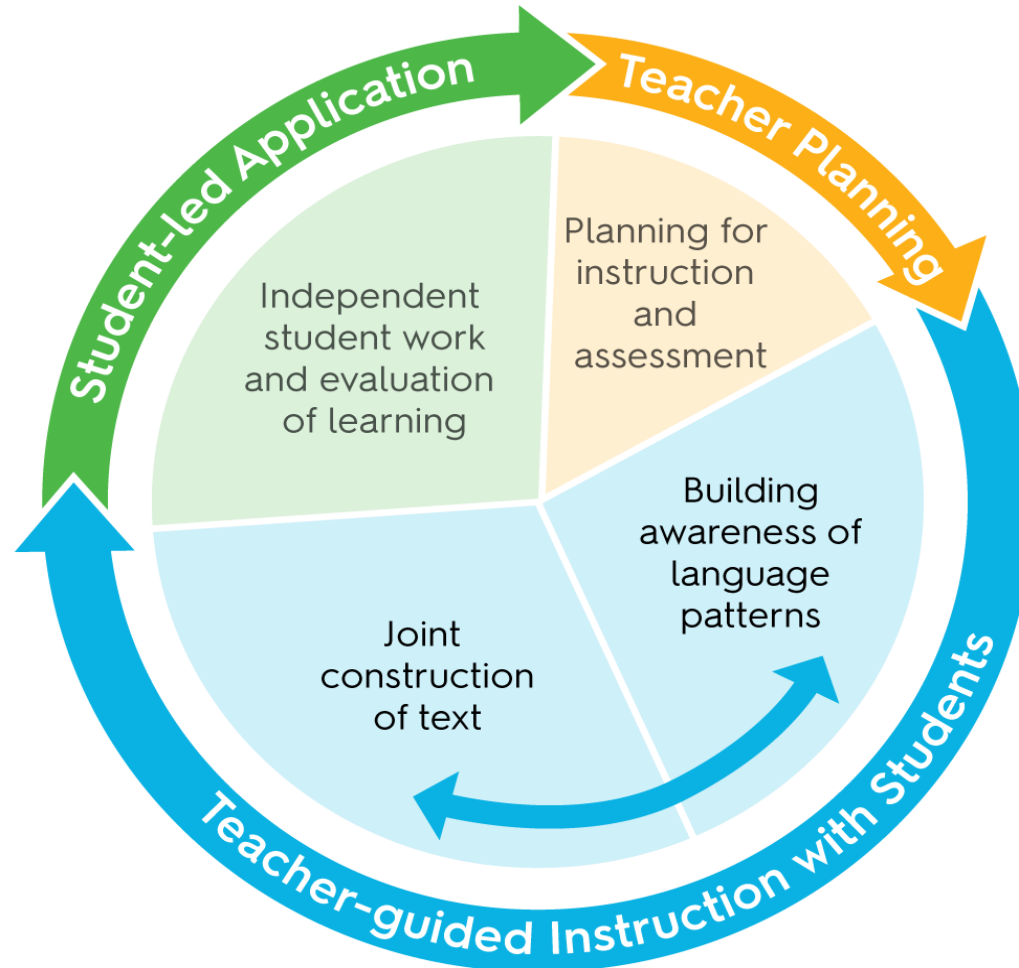


# The gradual, supported guidance that prepares students to achieve goals they could not achieve independently.

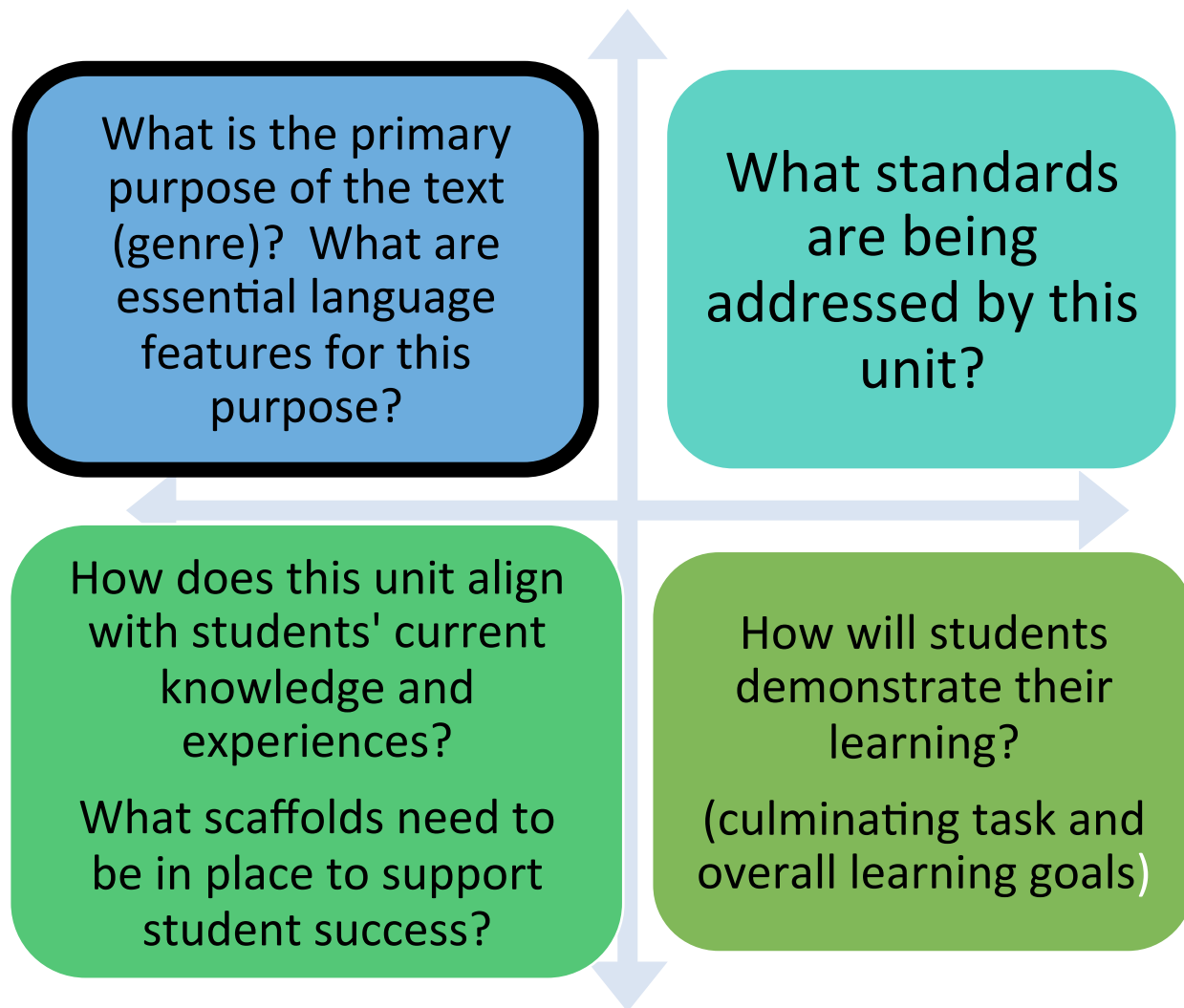
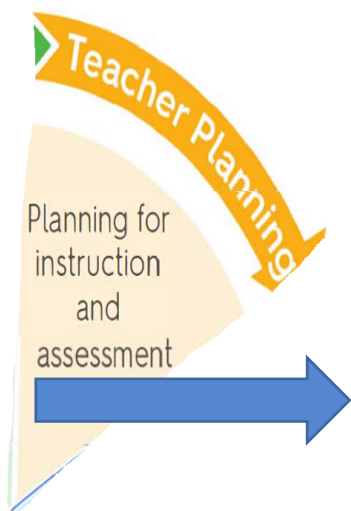




# Teaching and Learning Cycle

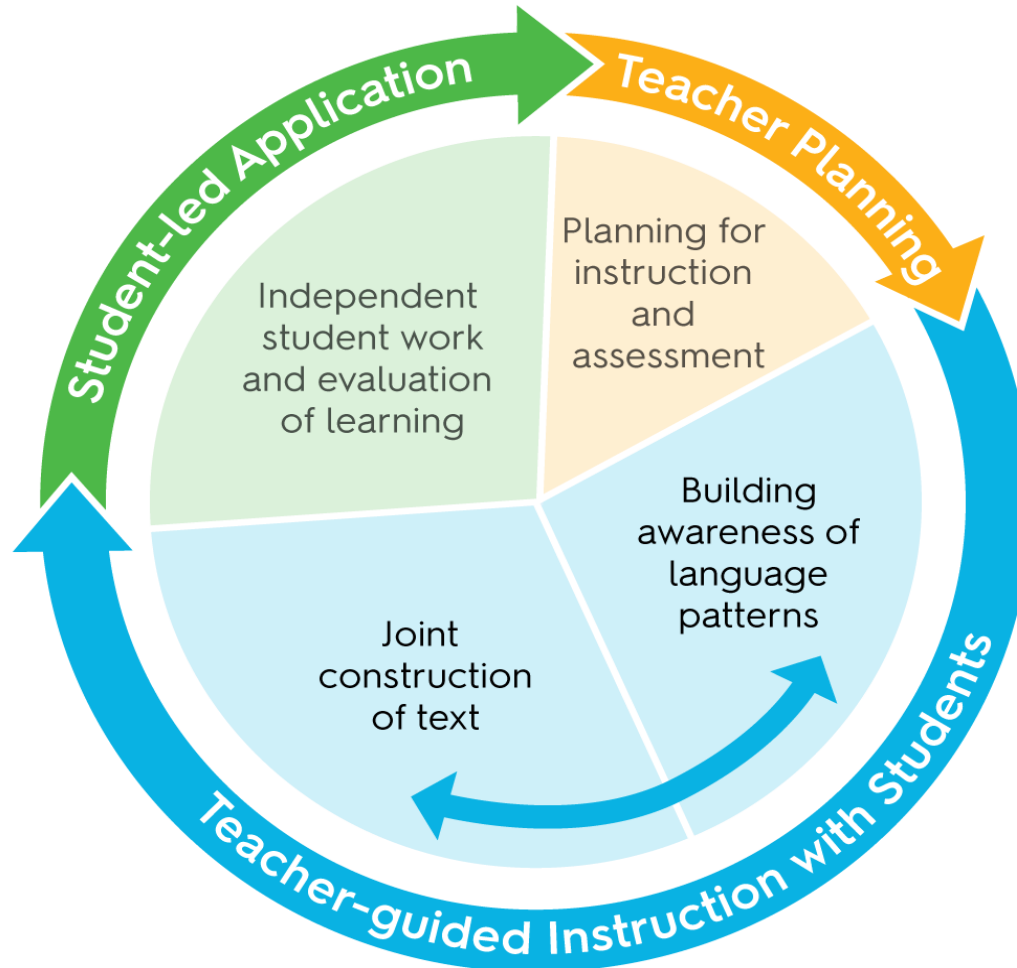


# Planning for Instruction and Assessment





# Teaching and Learning Cycle



# Building awareness of language patterns

## Topic

What experiences have students had with this topic?

How close is knowledge to personal experience?

How deep is their knowledge?

## Genre

What is the organizational structure and purpose for using this Key Language Use?

Are students familiar with both everyday and academic patterns of this genre?

## Text-based Language

What grammatical and lexical choices help make the author's message clear?

What other resources in the text support the purpose and meaning-making?

## Scaffolding Reading

What *learning to read* patterns need to be taught or reinforced, e.g., word families, phonology, syllables/spelling, morphology?



# Narrate

(story telling)

*Purpose: To provide entertainment, engage and extend the imagination.*

- *Follows a story grammar*
- *Specific to audience*
- *Descriptive language around character's appearance, behaviors, thoughts, feelings*
- *Literary language*
- *Past tense*

# When Cuddlepuss lost his purr.

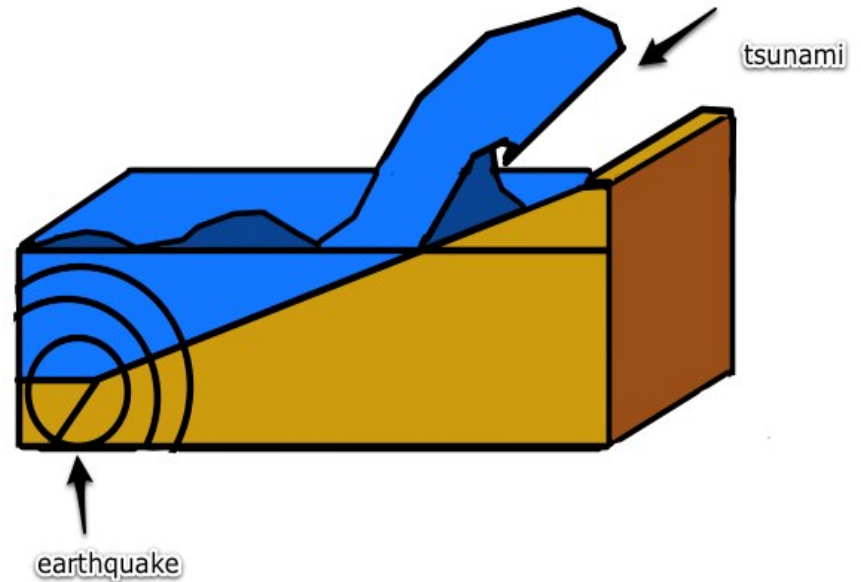


# Explain

*Purpose: To tell HOW or WHY about a phenomenon or analyze HOW things work.*

- *Identify phenomenon*
- *Precise details – sequence, cause/effect, cycle, system, factors*
- *Voice of authority*
- *Technical language*
- *Complex sentence structure*

## How Tsunamis Form





# Argue

*Purpose: Persuade someone to your point of view.*

- *Claims and evidence*
- *Evaluate, emotive, or objective language*
- *Models of obligation*
- *Counterclaims and multiple perspectives*
- *Neutral stance*
- *Call to action*

## Saving Old Growth Forests



# Inform

*Purpose: To observe, describe a class of things in order to inform, identify, contrast, compare, classify*

- *Non-fiction, voice of authority*
- *Introduction to topic*
- *Detailed descriptions, bundled by sections - characteristics, behaviors, parts/ components*
- *Taxonomies, diagrams, visuals*



## Frogs



# How might genres (purpose of text) inform your teaching?





### Summary of Types of Information Reports

crandall

<b>Purpose of Information Reports:</b>	To observe, describe in order to inform, identify, contrast, compare, and classify physical or abstract entities. The focus is on the <i>class of things</i> , informing about the entity rather than events, or why/how things happen. Information is presented in neutral, factual, and organized ways that may include labeled diagrams, graphs, photos and other visuals.			
<b>Types of Information Reports:</b>	<b>Descriptive Reports</b>	<b>Comparative Reports</b>	<b>Classifying Reports</b>	<b>Part to Whole Reports</b>
	Non-fiction, <i>all-about</i> reports that describe a larger <i>class of things</i>	Non-fiction reports that identify similarities and differences between two or more larger <i>classes of things</i>	Non-fiction reports that organize information by classifying and describing subclasses, components, or aspects of a larger <i>class of things</i> .	Non-fiction reports that organize and describe a topic according to its parts and how those parts function.
<b>Examples of Information Reports:</b>	Living things like plants and animals; general topics such as countries, food, space, oceans; non-living things like technology, cars, tools; abstract topics like democracy, immigration, pollution. Classifying reports define the topic in terms of a taxonomy, describing and defining classes and subclasses ( <i>Whales – Toothed Whales, Baleen Whales</i> ). Part to whole reports break down the topic and describe parts and functions of components ( <i>computer, flower, cell, layers of the Earth</i> )			



# Organizational Pattern for Information Reports

- Title and orienting statement that identifies topic
- Stance as expert
- Detailed descriptions, bundled by sections that describe characteristics, behaviors, etc.
- May include labelled diagrams, photos, drawings or other visuals
- Optional conclusion

# Linguistic Components

## Verb Groups

- Factual, declarative statements; action verbs to describe behaviors; timeless present tense and passive voice to state facts and show relationships
- Relational verbs to describe attributes, link parts to whole (*be, have, belong to*)
- Details of the circumstances surrounding the activity (adverbials to tell *how, when, for how long, where*)

# Linguistic Components

## Noun Groups

- Generalized nouns (*caterpillars, landforms, democracy, migration, acids and bases*)
- Details about the nouns (adjectives to describe *shape, size, quantity, type, what it's like, etc.*)
- Lexical chains and referential devices to create interest and cohesion (*pronoun reference, synonyms, renaming topic, nominalization*)

# Pre-teaching informational writing

A cat is <sup>super</sup>SPR

<sup>nice</sup>  
his.

A cat is fun.

A cat . giv Love.

Thanks to Angela Froemming, 1<sup>st</sup> grade EL teacher in Roseville, MN



# All About. Macaws



Thanks to Angela Froemming, 1<sup>st</sup> grade  
EL teacher in Roseville, MN



Macaws have  
colorful fur.

They have  
long black beak.



Macaws eat

fruit. They eat

flowers. They eat

nuts.





Macaws live  
in tall trees,  
and Mexico, and  
dry areas.



# Planning for Instruction and Assessment



What is the primary purpose of the text (genre)? What are essential language features for this purpose?

What standards are being addressed by this unit?

How does this unit align with students' current knowledge and experiences?

What scaffolds need to be in place to support student success?

How will students demonstrate their learning?  
(culminating task and overall learning goals)

READING

4

INFORMATIONAL TEXT

SCIENCE

**Set a purpose for reading** What dangers do animals face on their journeys?

# Migrating Caribou



READING

4

INFORMATIONAL TEXT

SCIENCE

**Set a purpose for reading** What dangers do animals face on their journeys?

# Migrating Caribou

1= Caribou

2= dangers connected to migration

What might we expect to learn as we read?

What might be key language features and key vocabulary?

What might we want our students to write about as a result of their reading?

# Planning for Instruction and Assessment



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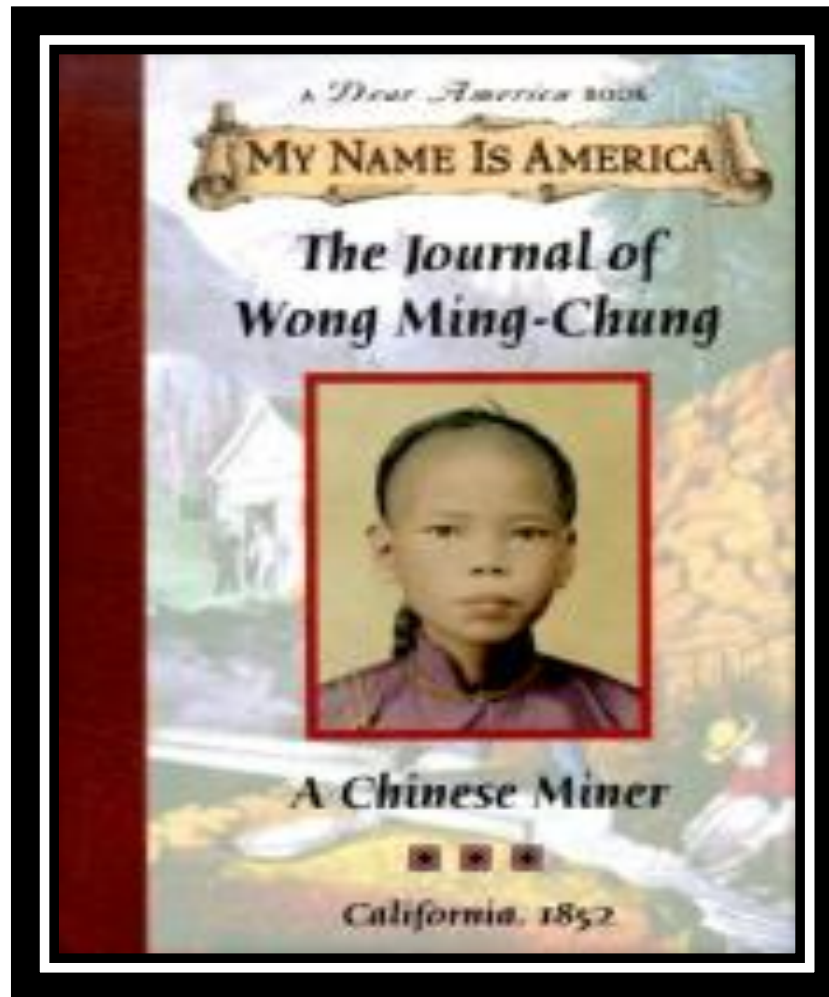
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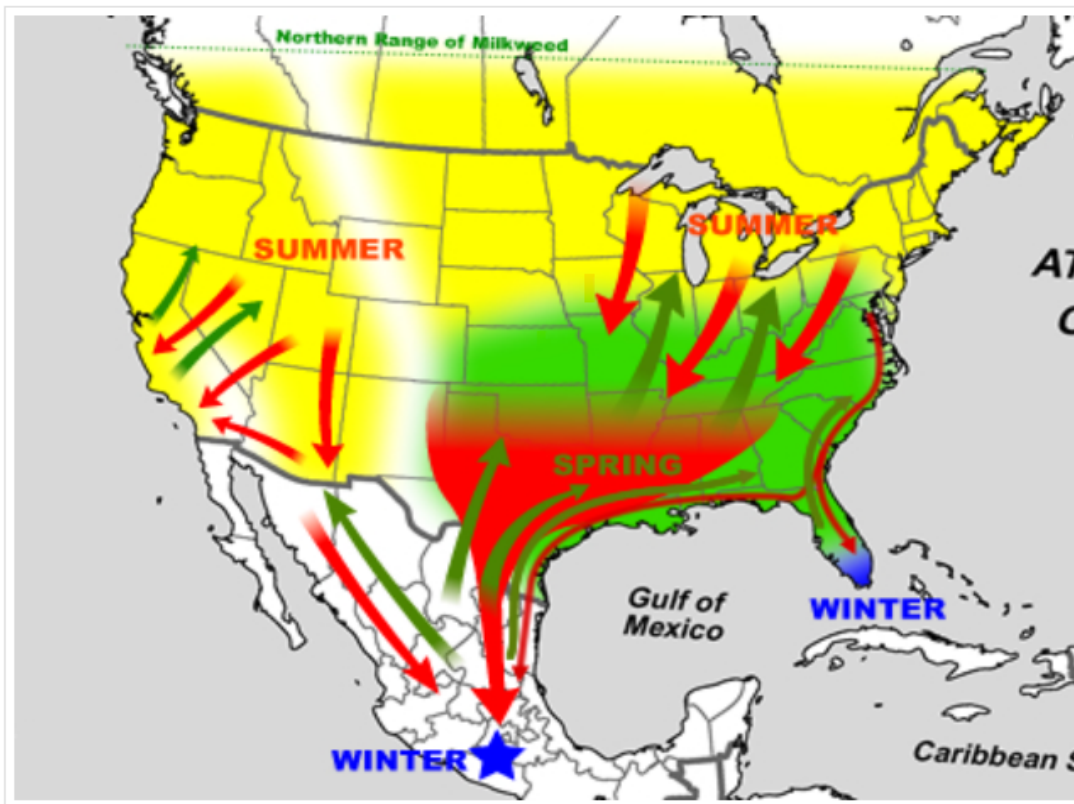
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<https://maps.journeynorth.org/map/?year=2019&map=monarch-adult-first>



## Circumstances:

*Details that surround the activity.*

## **When?**

*For how long?*

*How often?*

*At what point in time?*

## **Where?**

# Building awareness of language patterns

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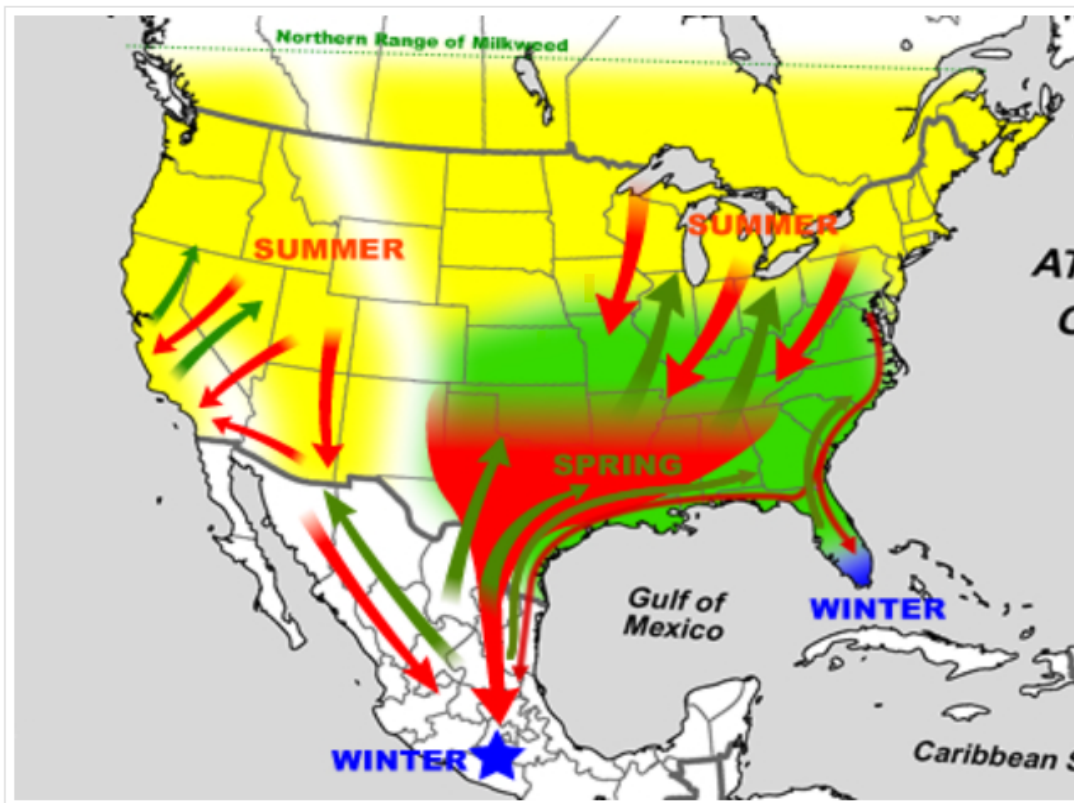
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## Scaffolding Reading

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<https://maps.journeynorth.org/map/?year=2019&map=monarch-adult-first>



## Circumstances:

*Details that surround the activity.*

## **When?**

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*How often?*

*At what point in time?*

## **Where?**

# Tell me more!

1. Every spring, frogs set off on a journey to find a mate.
2. Beginning in mid-August, hundreds of millions of butterflies travel south to central Mexico.
3. In April and May, the snow begins to melt.
4. The caribou stay on their summer range for one to two months.

- Who or what is this about?

- **Tell me more!**

- What's happening?

- **Tell me more!**

*Where did it happen? How long? When? In what way? Why?*

# Tell me more!

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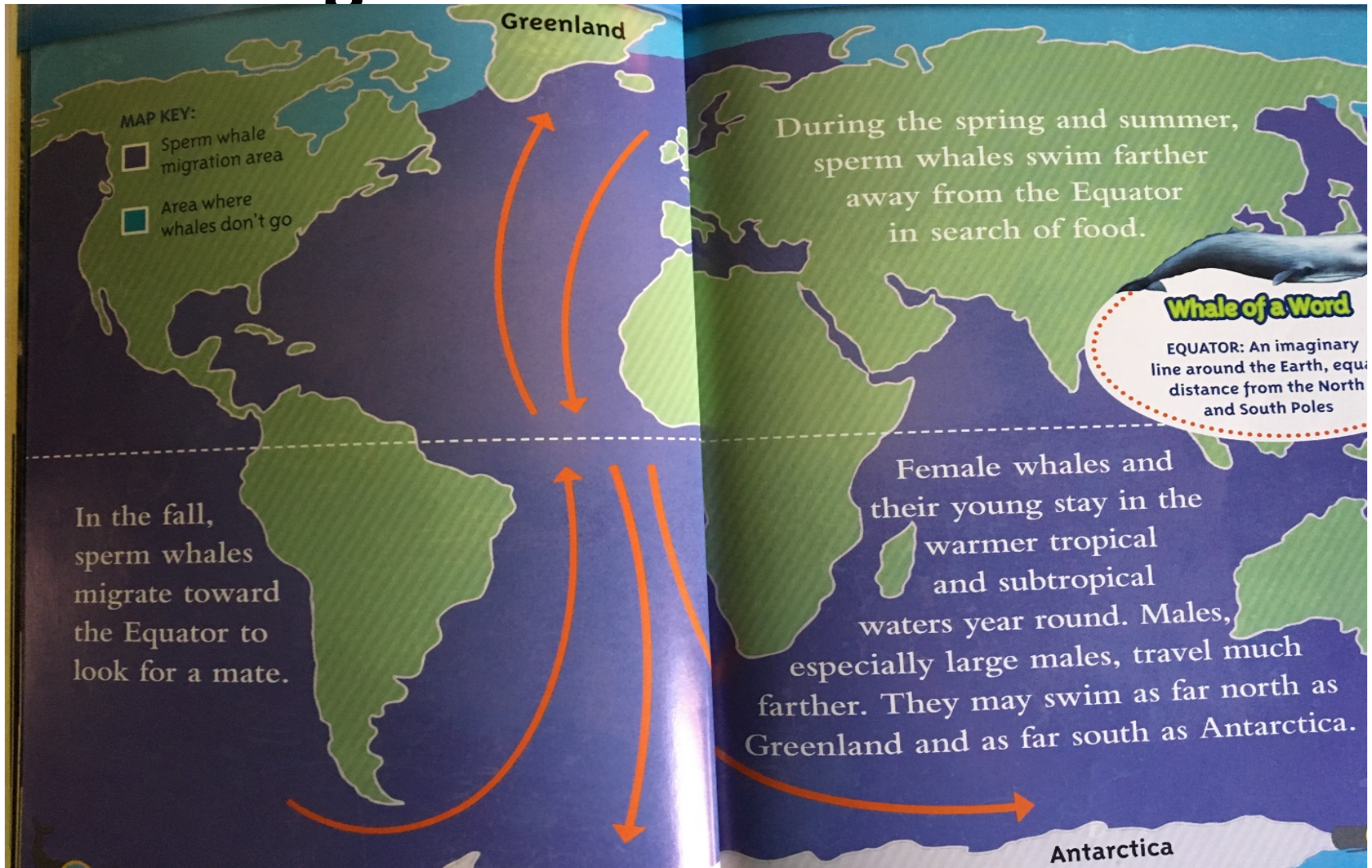
- **Tell me more!**

- What's happening?

- **Tell me more!**

*Where did it happen? How long? When? In what way? Why?*

# Whale Migration

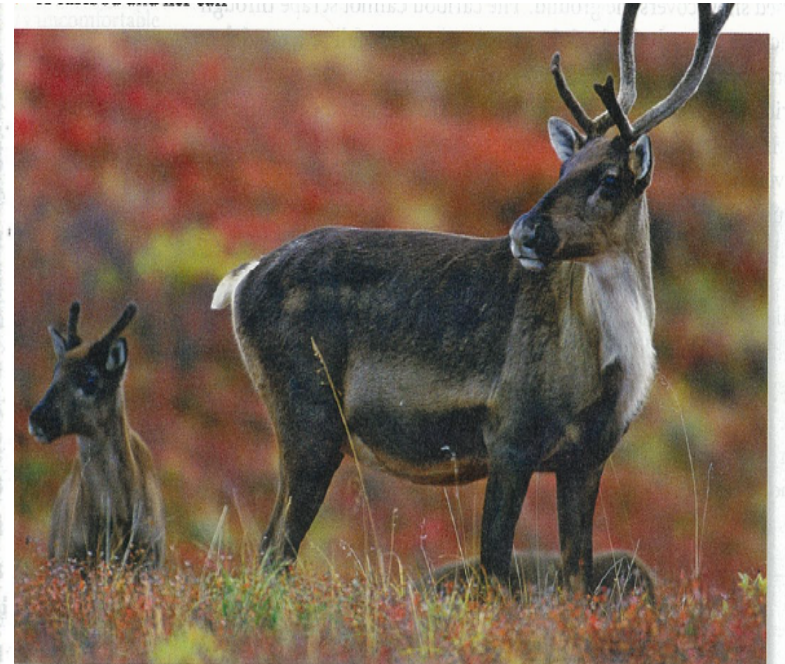




**In the fall, sperm whales migrate toward the Equator to look for a mate.**

**During the spring and summer, sperm whales swim farther away from the Equator in search of food. Female whales and their young stay in the warmer tropical waters year round.**

<b>Who or what is this about?</b>	<b><u>Tell me more!</u> <i>Which one? How many? What is it like? What type?</i></b>	<b>What's happening?</b>	<b><u>Tell me more!</u> <i>Where did it happen? When? How long? How often? In what way? Like what? Why?</i></b>
Whales	Sperm whales	Migrate	In the fall Toward the Equator



# Multi-semiotic Support

- <https://youtu.be/1wB-FhUp0gl>
- <https://www.youtube.com/watch?v=Wc-B97hRwUs>



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If you fly over the Arctic in the fall, you will see an amazing sight: thousands of migrating caribou flowing across the landscape like a thin, brown river.

## Telling first

In this first section, the author is getting you interested in reading and trying to help you visualize the caribou migration. The author compares the thousands of migrating caribou to a thin, brown river because they all travel single file, in a line and they have brown fur.

What **dangers** do Caribou face? Take notes to add information to these details:

Harsh land no trees, lacking plants or crops = barren

Starvation if the snow hardens, caribou can't dig to get to lichen

Predators wolves and bears

Weather harsh, frozen, cold, ice-covered ground

These caribou are barren-ground caribou. Barren ground means “lacking plants or crops.” These words perfectly describe the land of the Arctic tundra, the cold, treeless regions of northern Asia, Europe, and North America where these caribou live. In these harsh lands, several million barren-ground caribou follow the same migration patterns their ancestors did thousands of years ago.

## Telling and directing focus

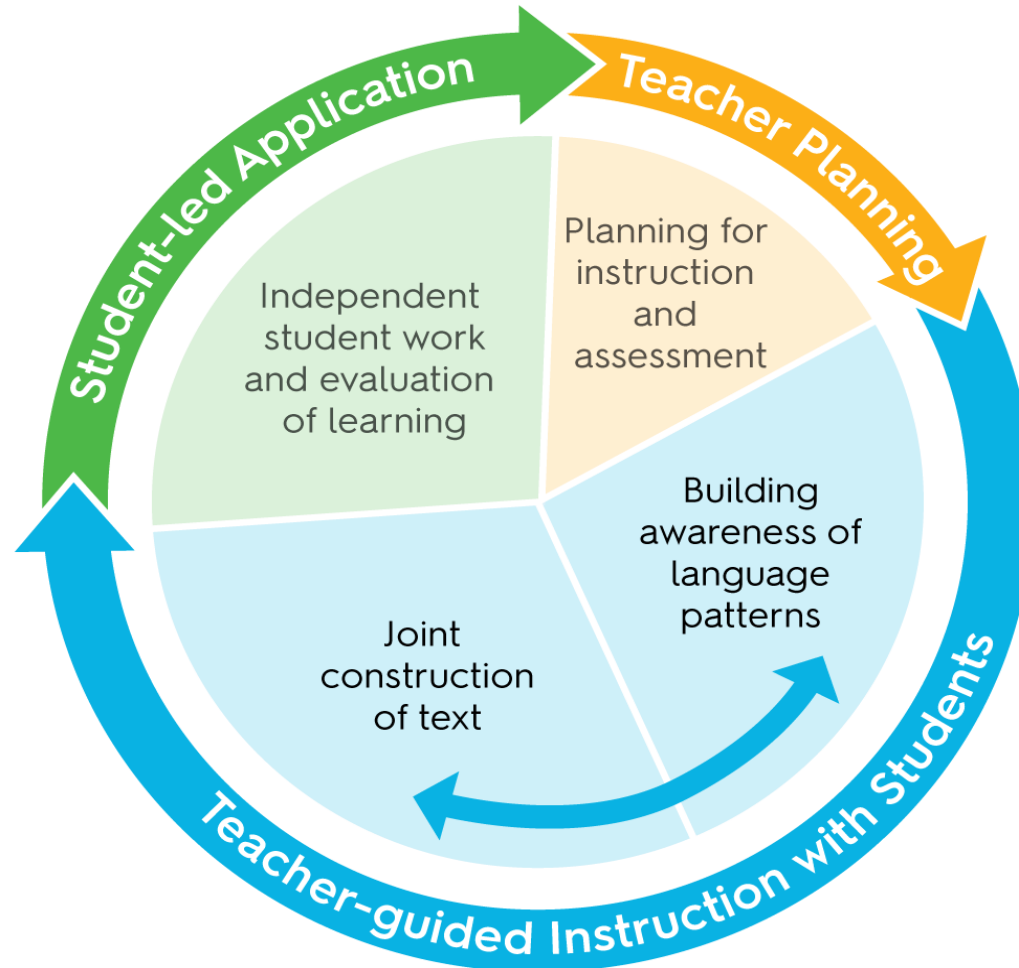
This section describes the caribou and tells why they have their name. It also describes the land and the things that make it a HARSH place to live. A HARSH environment is one of the dangers caribou face to survive. This section gives you information to write down for your note-taking.

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# Teaching and Learning Cycle



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Predators wolves and bears

Weather harsh, frozen, cold, ice-covered ground

Adverbials: telling more!

- During the summer
- In September
- When the snow falls
- For several months
- South of the tree line
- During their migration
- Every year
- In that area
- Through harsh lands

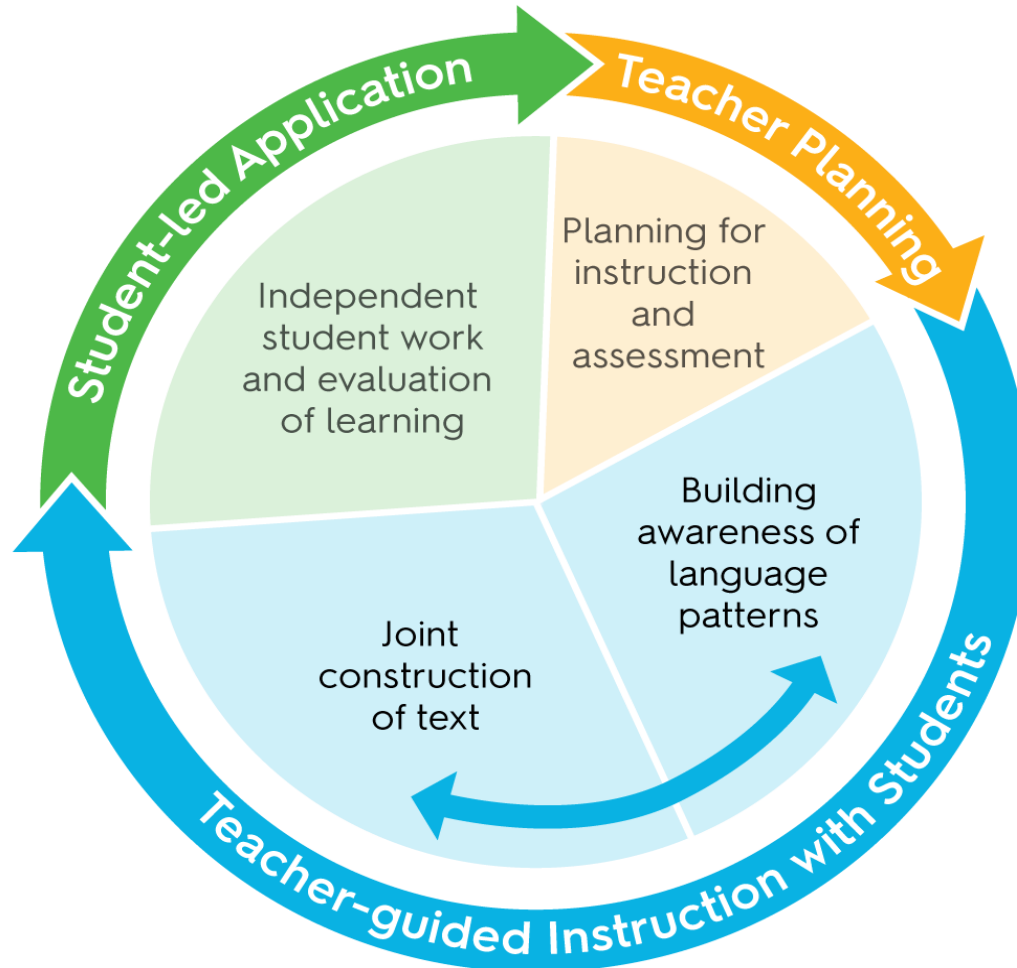


## The Dangers of Migration

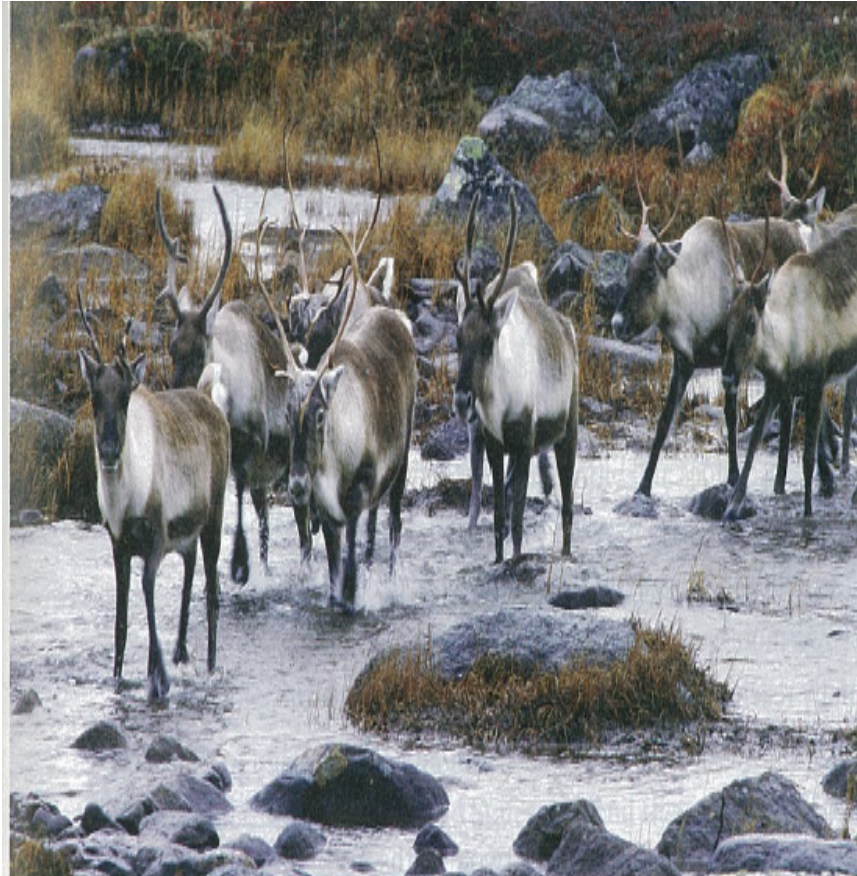
1. Caribous face several dangers *during their migration.*
2. The caribou has to travel *through harsh land.*
3. Next, *when the snow hardens* the caribou can't dig for lichen and might starve.
4. *While they are migrating south,* predators like wolves or bears can attack and kill them.



# Teaching and Learning Cycle



# The danger of migration



Caribou is one of the animal that migrate to avoid starvation.

Caribou repeat their migration over and over because caribou migrate to find lichen and even though they found lichen, they will probably eat all the lichen in that area soon.

# Questions? Thoughts?





# Thank you for being a teacher!

